The Education Quarterly

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Editorial

In the last issue we took up for discussion the schooling of our children at the Primary stage. We carry on from there in this issue and focus our attention on what has actually happened in the field of Secondary education in the country today. It is now more than five years since the Secondary Education Commission made their recommendations for reform of education in this field. And we have, in this issue, invited contributions from practising teachers and educationists on the fresh thoughts that have struck them since the reforms were put into operation.

The articles we have received are substantial and cover a wide field. Reform of curriculum and teacher training, medium of instruction, counselling and guidance, teaching of science and the problem of discipline—all these are discussed and set against accounts of developments in Secondary education in other countries. There is a symposium as well on the new pattern of Secondary education.

It is no small encouragement to see from the liveliness of the contributions that the reforms proposed in the Secondary Education Commission Report have released a spurt of earnest activity in the country's Secondary schools. For the basis of their contributions, the writers in this issue have gone to their actual experience in carrying out the reforms. From the point of view of the ultimate ends of the new Secondary education, it is clear that the answer does not lie merely in the provision of the mechanical apparatus or the framing of the suggested curriculum. An atmosphere has to be created and a tradition has to be built up—tasks mainly in the hands of the teaching profession. As one of the contributors has pointed out, the teacher has to ask himself why certain subjects are included in the curriculum and whether formal instruction in the prescribed subjects is sufficient. It is such questionings that will help the teacher to relate what is taught inside the classroom to the life outside. It will be his endeavour to find any missing links and instil into the pupils' minds a sense of the inter-relatedness of knowledge and its relevancy to *living* in these complex times. Experiences of teachers, active in the field, require to be shared and pooled and it is right that they, from time to time, as they have done in this issue, hammer out their thoughts on the anvil of discussion. We have no doubt that the views expressed in the pages that follow will be of considerable interest to the members of our teaching profession.

LAURIN ZILLIACUS

Tribute to a Great Educationist

IT WAS WITH FEELINGS OF PROFOUND GRIEF that I learnt that my dear and valued friend Laurin Zilliacus had, as we say in the idiom of our language, "become dear to God". I wrote immediately to Mrs. Zilliacus to say that all of us who had the privilege of knowing him personally and many more who knew him through his educational work, felt equally bereaved. For, Zilliacus had at least two families which were equally dear to him—his personal family and the large, international family of all those, whether celebrated or obscure, who worked in the cause of New Education. During the last three decades, wherever the movement of New Education has made an impact, Zilliacus is remembered with affection and esteem.

He had the great and rather rare quality of genuine and contagious *humanism*—humanism which is interested in all that is human, in all that gives freedom and dignity and creativeness to man. He was an educationist in the deeper sense of the word—that is, not concerned primarily with technical problems of methodology but with education as the means of nurturing a full and balanced human personality functioning in a just social order. He exercised this influence over a wide range of persons and countries not primarily through his specific writings but through his personal participation in meetings and conferences and his gentle and illuminating inspiration which created enthusiasm and shamed doubt and indifference. While essentially an educationist, his academic and intellectual interests were wide and compelling. His story of the development of postal communications, "From Pillar to Post" is well-known. A few months before he died, he spent about six months in India, facing the ordeals of a car journey up and down the country, in order to study some of its famous temples and other architectural monuments. He collected valuable material and was planning to write a book on the subject when Fate decided otherwise. Such was the variety of his interests.

His first personal contact with India was made in 1935, as a member of the N.E.F. Delegation when he visited many centres of progressive education and inspired and encouraged them by his advice and guidance. I was then working in the University Training College at Aligarh and my first book, 'School of the Future' had recently come out. I recall with gratitude how generous he was in his appreciation of the work of the College as well as whatever little merit there was in the book. In fact, he showed warm-hearted generosity in appreciating good work wherever he saw it, which is a mark of real greatness. The fake greatness, unsure of itself, always takes pleasure in petty and unbalanced criticism which probably feeds

N.B. Laurin Zilliacus passed away in Finland in July last.

its vanity and bolsters its diffidence. Much later, in 1954, I had the pleasure of coming into contact with him when he worked as a member of the International Secondary Education Project Team, appointed by the Government of India in cooperation with Ford Foundation. I had yet another chance to come into lively contact with him on the occasion of the Unesco Seminar on Major Project for Mutual Appreciation of Eastern and Western Cultural Values, which was held at Bombay last year. These opportunities brought him into touch with a large number of Indian educationists and gave him an insight into Indian education which enabled him to place the benefit of his wise advice at our disposal on many important issues.

Zilliacus was a great friend of India, deeply interested in her cultural values and way of life. He held the view that India had a great deal to give to the world in the way of culture and her contribution could be of special significance in this age of tensions and discord when many suicidal forces seemed to be in the ascendant. So deep was his attachment that he often referred to this country as his second home where he found much congeniality of spirit. I regard this as a great compliment, indeed, from a humanist of his calibre.

I should also add that he was held in great esteem and affection in India by all those who had the privilege of coming into contact with him. He made friends quickly and his sincerity and spontaneous affection broke down barriers of language, race and age quickly. I recall, for instance, how readily and naturally he made friends with my youngest daughter and maintained the friendship. In this connection, it is interesting to note that he had a rather striking facial resemblance with our Prime Minister, Nehru. In fact, he himself told me how, when he was in the United States, a friend of his came once to call on him and saw a photograph of Nehru in his usual Indian dress on his mantelpiece. He asked him in a rather surprised tone, "Hullo, what are *you* doing there in this dress!". Who knows that this resemblance also endeared him still further to some of us? But I have the feeling that the resemblance was really deeper. He had the same warm humanity, the same sympathy with progressive causes, the same generous response to beauty and goodness, and the same earnest striving, amounting almost to a passion, for peace and understanding which have illumined Nehru's public and private life.

May his soul rest in peace and the gentle radiance of his spirit inspire our work in the New Education Fellowship!

K.G. SAIYIDAIN

SOME POST-WAR DEVELOPMENTS IN ENGLISH SECONDARY EDUCATION

"Such, then, will be the three main types of Secondary schools to be known as grammar, modern and technical schools. It would be wrong to suppose that they will necessarily remain separate and apart. Different types may be combined in one building or on one site as considerations of convenience and efficiency may suggest. In any case the free interchange of pupils from one type of education to another must be facilitated."

—EDUCATIONAL RECONSTRUCTION

H.C. DENT, *B.A., F.R.S.A.*, Professor of Education, University of Sheffield, (England)

THOSE WORDS, quoted from the British Government's White Paper outlining proposals for post-war educational reform in England and Wales, were written in 1943. The purpose of this paper is to indicate briefly some of the developments which have taken place in English Secondary education since the passing of the Education Act, 1944, which incorporated in legislation (with very little change) the proposals set out in *Educational Reconstruction*.

By way of preface it must be recalled that the 1944 Act, which made Secondary education compulsory for all children*, does not specify any types of schools for Secondary education. It simply states (*Section 8*) that in respect of Secondary (as of Primary) education it is the statutory duty of each local education authority to ensure that within its area there are 'sufficient' schools to provide "Full-time education suitable to the requirements of senior (i.e. Secondary) pupils. The Section goes on to define 'sufficient' as follows :—

> "the schools available for an area shall not be deemed to be sufficient unless they are sufficient in number, character and equipment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities, and aptitudes, and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs."

Tripartite Organisation

The tripartite organisation of Secondary education proposed in *Educational Reconstruction* was the logical consequence of the evolution of post-Primary education in England and Wales during the Twentieth Century. The Education Act, 1902, added to the already existing statutory system of Elementary education a statutory system of Secondary education. The schools which grew up in the latter were, almost without exception, 'Grammar' schools, that is, schools offering

> "a general course lasting for about five years in which the treatment of all subjects...follows a predominantly logical development, and a subsequent intensive course in the 'Sixth form' covering a narrower range of subjects, which for many boys and girls leads naturally on to studies at the university level."**

Until 1945 these were the only schools in the statutory system recognised officially as Secondary.

Early in the Twentieth Century there began to appear schools, known generically as Junior Technical schools, recruiting (almost exclusively) from the Elementary schools children aged 12 or 13 and giving them two-or three-year vocationally biassed

*Previously only about 13 per cent. entered Secondary schools.

***The New Secondary Education*, Ministry of Education Pamphlet No. 9, p. 25. H.M. Stationery Office, London, 1947.

courses leading to careers in industry or commerce. Meanwhile enterprising Elementary schools provided (as they always had done) for their older and abler pupils courses of study going beyond the normal Elementary curriculum. Thus before 1944 there had developed three distinctive types of post-Primary education.

When, towards the close of a devastating war, Secondary education for all became the law of the land, there was nothing for it but to begin the new era with the existing structure of schools. But, as the quotation from *Educational Reconstruction* shows, it was not expected that this structure would remain unchanged ; in fact, the second sentence could be (and by some people was) construed as inviting experiment and change.

During the past 15 years a very great deal of experiment and change has taken place. Admittedly, much the greater part of English Secondary education remains organised on the tripartite basis of Grammar, Modern and Technical schools. But almost everywhere the originally sharp lines of demarcation between the three types of schools are becoming increasingly blurred ; and other types of Secondary schools are being established at an ever-accelerating rate.

This trend towards the breakdown of tripartitism did not become generally evident until about 1951, though there were local manifestations of it long before then. As early as 1944 the London County Council decided upon a policy of Comprehensive High Schools for its area, and in 1947 began its first experiments with comprehensive Secondary education. The East Riding (Yorkshire) County Council in 1945 adopted a bipartite policy of grammar and 'general' Secondary schools. In the same year the borough of Chesterfield in Derbyshire rejected the tripartite nomenclature in favour of calling all its schools simply 'Secondary' schools, though encouraging each to continue or adopt a distinctive bias towards academic, technical or other studies. Such instances were, however, relatively rare.

Problems of Modern Schools

The principal reason why no general trend developed before about 1951 was that the Secondary Modern School by far the largest partner in the triumvirate, with 75 per cent. of the children between 11 and 15 within its walls—had not yet found its feet. This was surprising. Both the Grammar and and the Technical Secondary schools had clearly defined objectives and long familiar curricula ; the Secondary Modern School had not only to transform itself from an *Elementary* into a *Secondary* school, but into a new kind of Secondary school. It was expected to

> "provide a good all-round Secondary education, *not focussed primarily on the traditional subjects of the school curriculum, but developing out of the interests of the children.*"*

To assist it in this formidable task, it was to be "free from the pressure of all external examination"—which also meant, though few realised the significance of this at the time, that it would lack one of the principal means of assessing the success of its efforts.

But social factors proved an even more serious obstacle to the advance of the Secondary Modern School. As in almost all countries the Grammar School in England stood highest in prestige in the eyes of the public. The Junior Technical School had before 1944 acquired the status of 'second best'. The Elementary School, despite its sterling work over many decades, stood far lowest in public esteem. The Secondary Modern School, being in fact (in 1945) no more than the senior Elementary School under a new name, not surprisingly inherited this lack of esteem. And, unhappily, the same means—the 'Eleven-plus' examination** as had been used to select clever Elementary school children for scholarships to the Secondary (Grammar) school before 1944 was used after that date to allocate children to grammar, modern, or technical Secondary education. So, des-

* *The New Secondary Education*, p. 29. (Italics mine, H.C.D.) This pamphlet offered much advice about curricula and methods in Secondary Modern School.

** Consisting, essentially, of objective tests of intelligence and of attainment in English and arithmetic.

pite the fact that children were, supposedly, being allocated to different *types* of education, they were (and are) being allocated on the basis of intellectual ability. Very naturally, many parents whose children were allocated to Secondary Modern schools felt that they had been stigmatised as 'failures'; and many children consequently entered the Secondary Modern School oppressed with a sense of failure and inferiority. The fact that the grammar school prepared its pupils for external examinations which gave access to Higher education and professional qualifications while the Secondary Modern did not, afforded strong socio-economic justification for this feeling.

Many individual Secondary Modern schools from the first tackled their two-fold problem with courage and resource ; many, alas ! did not, resigning themselves (as they thought) to the task of teaching dull children in a school 'without aim or purpose. In 1952 I toured England and Wales sampling the work of Secondary Modern Schools ; my conclusion* was that they could be divided broadly into those still pursuing an Elementary school curriculum, those providing (in various forms) a 'general' course, and those organising vocationally biassed courses for their older pupils.

General Certificate of Education

Since then the last group has grown spectacularly in number, and, most importantly, has in the great majority of instances included an academic course among the alternatives offered to pupils. Many factors, but notably parental pressure, initiated this trend ; and concurrently the opportunity to develop it purposefully was provided by the change made in 1951 in the system of examinations for Secondary Schools. In that year the examinations, for the School Certificate (taken at about 16), and the Higher School Certificate (taken at about 18), were replaced by a single examination, for the General Certificate of Education (G.C.E.), which can be taken at any one of three levels : Ordinary Advanced, and Scholarship. From the Secondary Modern school's point of view the crucial change was that whereas the School Certificate was a 'group' examination demanding the simultaneous passing of at least five subjects (which had to be selected from specified groups), the G.C.E. is a 'subject' examination allowing a candidate to take only one subject if he so desires, and making no restrictions on the subjects selected.**

Secondary Modern Schools in large and increasing numbers have seized the opportunity thus presented to demonstrate that their abler pupils can pass academic examinations, to assist those pupils towards obtaining professional qualifications, to raise their standards of work, and to provide themselves with a reliable 'yardstick' by which to measure the standards attained. By 1954 over 350 Secondary Modern schools were entering over 5,500 candidates ; two years later over 600 schools entered nearly 9,000 candidates who secured an average of over four passes at Ordinary level, not much below what the Grammar schools did at that level. In 1957 over 11,000 candidates were presented.

This development has greatly heightened the morale and improved the work of hundreds of Secondary Modern schools ; and it has correspondingly given comfort and confidence to many thousands of parents and children. It has its dangers, especially the temptation to concentrate the best teachers and the most attention upon a few exceptionally able children and to care indifferently for the rest ; but this temptation seems to have been generally resisted. On the other hand it has induced many children to attempt (and achieve) a level of attainment far higher than they would otherwise have done, and enabled not a few to transfer to Grammar school sixth forms or colleges of further education and thence, in a small but growing number of cases, to proceed to university, teacher training college or other institution of Higher† or

* Elaborated in *Secondary Modern School : An Interim Report*, published by Routledge & Kegan Paul Ltd., London.

** Universities and other institutions of Higher education, and professional bodies specify the subjects and levels of passes they require for exemption from their entry examinations.

† A few cases have already occurred of children going direct from a Secondary Modern school to the University : 24 pupils did so in 1957.

professional education. Along with other biassed courses it has notably increased the proportion of children staying on at school beyond 'compulsory school age', that is, beyond the age of 15.

Biassed Courses

Though it has attracted most public attention, the G.C.E. course is but one among many types of biassed courses to be found in Secondary Modern schools. An investigation conducted by the National Union of Teachers in 1955 discovered 40—some admittedly very similar to others—ranging from engineering to seamanship for boys and from secretarial studies to horticulture for girls. Many of these courses lead to external examinations whose certificates have vocational value—such as, for example, the examinations set by the Royal Society of Arts and the General Nursing Council.

Schools organise these courses in various ways. The most common pattern is for all pupils to take the same general course during the first two years and branch out into a biassed course in the third. If a school offers only one biassed course, those pupils who do not take this (usually the less able) continue with a general course, often one including much work in handicrafts, until they leave school. In rural schools however, all the pupils will frequently be found pursuing a course with an agricultural or horticultural bias. Many of these schools have large gardens (two to five acres) and some small farms of five to ten acres.

Many large schools will offer three, four or more biassed courses. One boys' school, for example, offers a G.C.E. course and courses biassed towards technical, agricultural, and catering studies. A girls' school, in which all pupils do a general course for three years, offers them after that participation in three 'cultural' courses (e.g., art, drama, civics) and one vocational. A co-educational school of 400 pupils offers a choice of five courses : academic, technical, housecraft, art and crafts, and rural science.

Many of these biassed courses are deliberately planned to induce pupils to stay on at school beyond compulsory school age. For G.C.E. courses pupils must stay on, because except with special permission the examination for the G.C.E. may not be taken before the age of 16.

Comprehensive Schools

The curriculum of some of the Secondary Modern schools offering several courses is hardly less extensive than that of some of the Comprehensive schools now becoming established in the English system. About the Comprehensive school, which in theory provides all the Secondary education required for all the children within a specified geographical area, there has been, and still is, violent controversy ; but only recently has any substantial body of evidence become available* about what can be attempted and done in an English Comprehensive school. Even now the evidence is not conclusive, because there are as yet barely over 60 Comprehensive schools in the country, and most of these are less than five years old. The one positive advantage they undoubtedly possess is that they render unnecessary the 'Eleven-Plus' examination, the cause of so much anxiety and frustration among parents and children.

Two salient facts emerge from recent accounts : that there is great variety among the existing Comprehensive schools, and that the schools are experimenting vigorously with organisation, curricula, and teaching methods. They range in size from 450 to over 2,000 pupils. Some are single-sex, some co-educational. Some are being organised vertically, on a 'House' basis (the schools at Coventry have separate accommodation for each house), some laterally into Lower Middle and Upper schools, or into 'years' each in the charge of a member of staff. Most have more 'Modern' than 'Grammar' and 'Technical' pupils, but in at least two instances the proportions are reversed. Some have to face competition from nearby Grammar schools which attract intellectually able pupils ; others are in districts where no such competition exists. All, however, are alike in providing a general course followed by choice from a range of biassed courses. To

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* The largest collected account is in *Inside the Comprehensive School*, Schoolmaster Publishing Company, Hamilton House, London, W.C.I. 1958.

meet their pupils' very varied capacities many group them for the more academic subjects during the earlier years in 'sets' according to ability, regrouping them in 'mixed ability' group for the less academic-art, crafts, music, drama, and physical education.

Growth of Bilateral Schools

The Comprehensive school has, unhappily, always been the subject of political controversy, the Labour Party advocating it, the Conservative and Liberal Parties opposing it. No such controversy attaches to the Bilateral school, (i.e. a school offering two of the three main types of education), which has been emerging in considerable numbers—much larger than the official statistics suggest—during the past three or four years. There are three types of Bilateral: Grammar/Technical, Grammar/Modern, and Technical/Modern. None does away completely with the 'Eleven-Plus', but all mitigate its terrors by enabling transfer from one 'side' to the other without change of school.

The Bilateral school has been an almost spontaneous growth, the product of various causes. In some cases two small schools have been amalgamated; in others a Secondary Modern school has admitted a 'Grammar' stream, or a Grammar school a 'Modern' stream; in others again the development of biassed courses has led to schools being recognised officially as Bilaterals. In a few local education authority areas, for example Cheshire, all the schools provide bilateral curricula. One area, the Isle of Man, began by calling its schools Comprehensive, but realising that their facilities were not fully comprehensive, now calls them Bilateral.

Other experiments include the 'School Base', or 'Campus School', of which the most complete example is at Bolton in Lancashire. Here on the same site and sharing many facilities in common are three Secondary schools: a Grammar, a Technical/Modern, and a Modern. At the other extreme will be a school shortly to be opened in Nottinghamshire which will accept only pupils in the top five per cent. in the 'Eleven-Plus'. A particularly interesting experiment is the one recently begun in Leicestershire. In two districts all children on leaving Primary school attend a 'High School' until the age of 14, after which all whose parents so desire may proceed to a Grammar School, and remain there up to the age of 18. This closely resembles a main type of organisation recommended in 1953 by the Secondary Education Commission set up by the Government of India.

I have dealt particularly in this paper with the growth of new type of Secondary schools in England and Wales for two reasons: first, because I believe it to be far the most important thing that is happening in English Secondary education today, and secondly, because I believe the impulses which are creating and fashioning this English movement have close affinities with those which are motivating the development of Multi-purpose Secondary schools in India. It is dangerous, I know, to draw too close a parallel, so different are the circumstances in the two countries; but there seem to me to be at least the following similarities.

Both countries are seeking to build systems of democratic education which will afford full and appropriate opportunity to every child. Each believes that the best way to do this is to provide first a sound and liberal Primary education, and to follow this with a Secondary education offering such diversity of curricula as will meet the needs of all degrees of ability and every variety of aptitude and interest. England certainly, and I fancy India as well, is still in two minds as to whether this can be best achieved by a system of schools in which pupils are segregated according to ability or aptitude or by a system of Comprehensive schools housing the entire range of ability and aptitude under one roof. England, as I have tried to show, is trying out both structures, and finding new patterns in each. What the final outcome will be no one can yet say, but it will assuredly be reached by means dear to the heart of all democratic countries, the means of free experiment and the clash of unfettered opinion.

CURRICULUM IN SECONDARY SCHOOLS

G. CHAURASIA, *M.A., LL.B., Ed.D. (Columbia)*,
Principal, Post-Graduate Basic Training College, Bhopal

IT HAS BEEN OBSERVED by the Secondary Education Commission that the curriculum in Secondary Schools is narrowly conceived, over crowded and bookish. No attempt has been made in the past to provide for individual differences amongst the learners. Perhaps the most remarkable fact about our curriculum is that it is extremely theoretical and does not develop practical abilities in any area of living. It has only recently been realized that the enormous percentage of failures at the School Final Examination is due to the fact that the curriculum is not adopted to individual differences

New Curriculum

After the publication of the Report of the Secondary Education Commission every State Department of Education has been trying to introduce reforms in curriculum. The normal pattern is five years of Primary or Elementary School and then six years of Middle and High or Higher Secondary school. During this period of eleven years attempt is made to impart the basic skills, fragmentary knowledge of four or five compulsory subjects and three or four optional subjects. It is gratifying to note that craft has been introduced as a compulsory subject in every High school and co-curricular activities are being given increasing consideration in the programme of the School.

It is an interesting discovery for laymen that in every country and every generation philosophers have wrestled with two fundamental questions :—

(i) What to teach and (ii) How to teach. In fact the history of education in any country centres round these two questions. It is with remarkable ingenuity that every now and then some 'arm-chair educational philosopher' raises the fundamental question of what to teach. He waxes eloquent and hurls uncomplimentary generalisations regretfully to show that unless the fundamental question of what to teach is finally decided, all other educational planning is of no avail. Such statements would spread like wild-fire and give respite to the workers in the field. The Secondary Education Commission was aware that such occurrences have been frequent in the past. Therefore, they have proposed a curriculum for Secondary schools after careful thought. It is a pity that the teachers and workers in the field have not yet read the report of Secondary Education Commission and in several seminars, conferences and workshops the participants discuss with great alacrity and eloquence : Let us decide what to teach in the various grades of High school. No wonder the educational philosopher rejoices but the conscientious Head Master is exasperated during such naive and fruitless discussions.

Perhaps it may be useful to prepare big charts and display them in all schools and seminars and workshops describing what the Secondary Education Commission has recommended. The Commission has suggested that for the Middle School the curriculum should consist of (1) Languages (2) Social Studies (3) General Science (4) Mathematics (5) Art and Music (6) Craft and (7) Physical Education. For the Secondary schools the Commission has suggested that the curriculum will consist of—

(A) Language (B) Social Studies (C) One Craft (D) Three subjects from one of the following :

(i) Humanities (ii) Science (iii) Technical (iv) Commercial (v) Agriculture (vi) Fine Arts (vii) Home Science. It is significant that within this frame-work the Commission expects that every school system should develop its curriculum and formulate the syllabi. There is now no place for any

controversy with regard to the question—what to teach, at least for a decade.

Bridging the Gulf

Then, what is the problem with regard to curriculum development in our Secondary schools ? It is difficult to improve upon the following statement of the Secondary Education Commission, which shows the real problem of curriculum in India today : "Like Secondary education, the Secondary curriculum is out of tune with life and fails to prepare students for life. It does not give them a real understanding of, or insight into, the world outside the school, into which they will have to enter presently. The starting point for curriculum reconstruction must, therefore, be the desire to bridge the gulf between the school subjects and the rich and varied activities that make up the warp and woof of life." (page 79). It is undisputed that the great task for curriculum reconstruction in India today is to bridge the gulf between school and life.

How can this bridge be constructed ? In the first place more facilities should be provided to teachers everywhere to go and visit some good schools where efforts have been made to bridge the gulf between school and life. There should be organised inter-change of teachers, administrators and Training College staff on an inter-state basis in India. In spite of all the progress we have made in education, there is too little inter-change of ideas. Even highly placed educational administrators are ignorant of the details of the system of education in other states. Curricular reforms have been carried out in hundreds of good schools all over the country but there are thousands of schools and teachers who labour under the impression that nothing is being done and consequently nothing can be done to improve schools. A planned visit to one good school would inspire the teachers more than all the lectures in the Training Colleges and in the seminars and workshops which are being organised everyday, everywhere and anywhere.

Secondly, through a nation-wide systematic programme of in-service education the teachers must be informed that according to the best modern educational thought curriculum does not mean merely the academic subjects traditionally taught in the schools. They need to know that curriculum now includes all those experiences which pupils have in the manifold activities in the class-room, library, laboratory, workshop, playground and even in the everyday informal contacts between teachers and pupils. The teachers need to know that in order to develop every child into a happy and balanced personality the whole life of the school becomes the curriculum. In addition to teaching his own subject, every teacher ought to be concerned about the general educational outcomes and the all-round growth of every pupil in the school.

It would not be out of place to mention some well-tried procedures which are being practised in hundreds of good schools throughout India for bridging the gulf between school and life :—

(a) Visits, excursions and educational tours ;

(b) Resource Visitors coming to schools for lectures and demonstrations ;

(c) Co-curricular Activities in schools : sports, dramatics, literary programmes, exhibitions etc.

(d) Parent-Teacher Associations, Old Boys Organizations and Teachers' Clubs ;

(e) Social Service Work Camps and Social Education Work by students and teachers in villages and in towns.

This list is by no means exhaustive. It indicates that teachers are making planned efforts to relate the work of the school with the community life. The teacher needs to remember that he has to build up in the minds of the students a lively sense of being an integral part of the local community. Similarly, the teacher has to help the local community realize that the school is a vital and invaluable part of its life as well as a potent agency of social progress.

Productive Work

In this context, it is pertinent to remember with gratitude the influence of Gandhiji's life and work in our national life and specially the contribution of Basic education towards national progress. Gandhiji believed that productive work is the backbone of all organized human life. The most salient

feature of Basic education is that pupils should not only acquire a theoretical understanding and appreciation of the various ways in which the local community is engaged in productive work but they should also produce whatever is possible. If after all the contacts with the community life, the pupil fails to realize the place of productive work in life, it must be admitted that the curriculum has not been implemented properly. It is in this light that we must understand that the Secondary Education Commission has prescribed Craft as a compulsory part of the school programme. Ultimately, every craft must result in some tangible products. By actual practice every pupil must come to know the value of productive work in life.

In the third place, in our group discussions as well as in individval thoughts, we must give up the habit of speaking or thinking at tangents. We must learn to grapple with problems. It is painful to recapitulate what goes on in dozens of seminars and workshops where teachers assemble to discuss their problems. In the midst of a good discussion about curriculum some one suggests, "What is the use of evolving a good curriculum when your methods of teaching are obsolete?" So the group is led astray and they begin to discuss the methods of teaching when suddenly some one has a bright idea that the text-books are thoroughly useless so why discuss the methods of teaching and so on. Let us take another case. The group is discussing how to improve schools. In nine cases out of ten the report of such a Group Discussion would include numerous complaints about parents, Training Colleges, Education Department and a pathetic story about the low emoluments of teachers.

It is no use multiplying the examples. But if any reader feels that the examples are missing the mark, I would urge him to visit any of the discussion groups and discover what the teachers are discussing in the scores of seminars and workshops. You may talk to teachers for hours and you would enjoy listening to platitudes and general observations about the "sickening state of schools in India" but you would rarely come to know about the teacher's own work or about his school in particular.

Role of the Teacher

This brings me to the fourth and main point of my essay. What is the role of the teacher in the curriculum development? First of all, the teachers need to have full knowledge about why the different subjects are included in the curriculum. They should be aware of the specific aims of teaching the different subjects. They should also undertake responsibility to evaluate how far these specific aims are being attained by their pupils. They should then plan and provide the experiences and activities which may help the learners in achieving the general and specific objectives of the curriculum. Above all, the teachers need to know the relative weightage given to various subjects in the school curriculum. Very few teachers are aware of the fact that their school time-table does not provide for a balanced curriculum. They seldom realize that the average High School Time-Table is as follows :

Compulsory Subjects

English	..	12	periods	per week
Mathematics	..	10	,,	,,
Vernacular	..	8	,,	,,

Optional Subjects (Any two)

Drawing, Physiology & Hygiene, History & Civics, General Science, Economics, Sanskrit	6 periods per week for each subject.

Can any teacher point out any rational basis for such uneven emphasis on the school subjects in the time-table? The teacher needs to question thoroughly the traditions around him and bring back to his work a fresh outlook, zeal and initiative. New procedures and techniques must be adopted and the teacher must be willing to experiment with new ideas. The Education Departments should give more freedom to teachers to plan their work cooperatively and develop self-confidence.

In the end, a word for students' Self-Government. Most of our ills are due to the fact that we lost initiative and zeal for work during alien rule. As a consequence we failed to shoulder responsibility. It is most essential that the curriculum in our schools should develop initiative, self-confidence and

a sense of responsibility in the students. It has been proved by good schools in India and abroad that the best way of developing all these qualities in students is to introduce students' Self-Government in the work of the school as far as possible. It can be safely asserted that students' Self-Government promises to make the school a more happy and satisfying place than it has ever been in the past.

PRIVATE RESOURCES FOR EDUCATIONAL DEVELOPMENT

In connection with the implementation of the Ministry's scheme to assist voluntary educational organizations, it has often been complained to me by the authorities of the private organizations/institutions that private resources for educational work are drying up. I firmly believe that it is the duty of the government to encourage and assist in every possible way the voluntary organizations doing good educational work ; since, in a welfare State to the extent useful work can be done by voluntary organizations the work of the State is reduced to that extent.

Statistical figures for the period 1949-57 (longest period for which all-India statistics are available) reveal a few interesting facts. These include also the position regarding the above remark about drying up of private resources and are indicated below :—

(i) The total educational expenditure in the country during this period from all sources taken together has increased from about Rs. 100 crores to about Rs. 200 crores.

(ii) The contribution from public (Government) funds to the total educational expenditure in the country has been more than doubled (from Rs. 58 crores to Rs. 126 crores). But since the amounts contributed by local bodies, fees, endowments and other sources have also increased, the percentage of government share in the total educational expenditure has more or less remained at about 60.

(iii) As regards the local board funds, although the amounts contributed by them to the cause of education have become one and a half times during these year, (from Rs. 12 crores to Rs. 17 crores) yet the percentage of their share to the total educational expenditure has decreased a little (from 11.7 to 8.6). This is because the amount contributed by sources other than the local board funds have proportionately risen at a higher rate than the latter.

(iv) The amounts contributed by fees at various stages of education and pertaining to various categories of institutions have also nearly doubled themselves (from Rs. 21 crores to Rs. 40 crores). But on percentage basis their share to the total expenditure has more or less remained stationary at about 20 %.

(v) The amounts contributed by educational endowments are not significant in the context of the total educational expenditure in the country. But they have increased at the fastest rate and have become nearly four-five times of the original amount.

(vi) The amounts contributed by other sources which may include private contributions on an *ad hoc* basis have remained more or less stationary at about Rs. 11-12 crores per annum in the country

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Educating Teachers For Higher Secondary Schools

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A SUCCESSFUL TEACHER IS MARKED by a number of characteristics : he is a lover of children, he gets along nicely with people, he has devotion to his task, he can inspire his pupils and above all he is a master of his subject. It is difficult to assert to-day that pupil teachers who complete their training in the training institutions all over the country possess these characteristics. It is doubtful whether even five per cent of the successful trainees will have possessed the qualities mentioned above. One reason for this is that a graduate by the time he arrives at the training college has formed certain attitudes and has completed his formal education. Experience shows that most of the graduates who join the training colleges are poor academically and many of them do not have a proper attitude to teaching as a profession. The training colleges also have created an impression over the years on many people that the teacher's scholarly knowledge of his subject is unimportant in comparison with his training in methods and psychology. We should remember that all the three things are equally necessary : the understanding of what one teaches, how one teaches and whom one teaches.

Admission to Training Colleges

Training colleges are not fortunate in receiving the brighter section of the graduates. Even then it is necessary to make a careful selection of suitable candidates from among the applicants. To quote from the Secondary Education Commission's report, only those should be admitted to training colleges "who hold the highest promise of becoming successful teachers." A large number of training centres receive many more applications than the number of students they can accommodate. These centres have to adopt certain methods in their selection. In some cases the criterion is an educational qualification occasionally supplemented by an interview. In the Central Institute of Education where a large number of applications are received every year for the B.Ed. course, an elaborate system of selection is in operation. In addition to tests in intelligence and general knowledge there is an essay to be written by the candidate. Each candidate is interviewed by a board and has to take part in group discussion which is based on a previously selected theme. Efforts are made at discovering the interests (literary, musical etc.) of the candidate through a long interest inventory. Candidates offering to display their talents on the Institute stage or the playing field get additional credit on their performance. To attract suitable fresh graduates to the Institute a study circle called Future Teachers' Study Circle (on the lines of F.T.A.) is run for the undergraduate students of the local colleges. Final year students are invited to join the circle. The purpose is to make them interested in education. Every year a few students are recruited this way. They have to take the same tests as other candidates. Their performance compares favourably with other successful candidates. The training colleges, especially in big cities, may find this type of study circle useful. Another way in which good candidates can be attracted is by offering scholarships. A generous scholarship scheme is needed for inducing science, commerce and technology students to undergo training. In the present situation of the country teacher training should be given high priority. If we want to recruit better candidates we must make teacher training free.

Programme of Teacher Education

Apart from the fact that the University Education Commission and the Secondary Education Commission have been critical of the programmes of teacher education the training colleges themselves have of late been conscious of their shortcomings. The first defect that has been pointed out is that the theory work in many cases is given more importance. The second criticism that the training college people live in 'ivory towers' has now been countered, thanks to the extension services programme —53 training colleges are now in direct contact with teachers in service. The third criticism is that pupil teachers cannot apply 'training college methods' when they go to school after training. This defect also will be remedied if the contact with the school continues. The last Training College Conference (Bangalore 1957) considered these defects and adopted a practical programme of work on the basis of the report of a committee of experts appointed by the Ministry of Education. This programme is being implemented by various universities and institutions. The courses of study according to this programme would include four theory papers: Principles of Education and School Organisation, Educational Psychology and Health Education, Principles and Methods of Teaching and Current Problems in Indian Education. The practical aspects of teacher education were given due consideration. It was decided to give equal weightage to the theoretical and practical parts of the programme.

If we mean to make this programme effective we should try to solve the problems we are likely to face. In formulating the content of the course we should be realistic. In most of the theoretical courses we are still using a large number of books written by foreign authors with the result that pupil teachers fail to relate their knowledge to the school situation here. This remark will apply equally to books relating to Philosophy, Psychology and Methods of Training. It is necessary for Indian educators to write books which will suit our conditions. It is all very well to read Dewey or Nunn, Sorenson or Lovell, Sumner or Butler but for the pupil teachers their value will be very little after the examination. When a student studies something about the social or emotional development of a school child he finds that this relates to a community which is not his own. He would greatly benefit from the study if the facts were about a child in an Indian environment. Even in Philosophy there are very few books which would benefit an Indian teacher. For writing books of the kind I have suggested we need good scholars who would work hard for making this enterprise a success. Attempts have been made to translate some standard English texts into Hindi. What we need are original books in Hindi and in English written by Indian authors. This will surely improve the quality of teacher education.

The teaching of the theoretical part should not be entirely done by lecture method. In fact there should be less emphasis on lecture which should be supplemented by other methods and techniques. It is a good idea to have periodical seminars which may be held once a fortnight. In such seminars students may prepare working papers on specific topics and in several small groups can discuss the points and finally report the results of the discussion. In addition to this films relating to specific topics can be screened. Sometimes these films (sound or silent) are excellent starting points for useful discussions. Tutorials should also be organised so that personal contact between the pupil and teacher is established. To be effective a tutorial group should not consist of more than 10 students. This may be taken care of by one staff member. The group may be further divided into two or three so that once a week three to five students can meet their tutor for an hour. With the help of seminars and the tutorial system it is possible to encourage students to study on their own. Many of them do not have good study habits nor do they know how to take notes. It is necessary that they learn these things during the period of training because in that case they will be able to guide their pupils properly. If the pupil teachers get interested in reading it will help them in their school work. In a recent project on Reading in Delhi schools it was observed that children were very much influenced by teachers who loved reading

themselves. Unless a teacher takes reading seriously he cannot create enthusiasm among children about reading. One of the reasons why our pupil teachers do not read willingly is that training college libraries are mainly full of technical books. There is a definite place for general books—literature, history, politics, science etc., in these libraries. If the University patronises liberal education and culture, training colleges should not lag behind.

Practical Work

The criticism that the teacher education programme is much too theoretical is no longer true. There may be a few training institutions in the country where practical work consists mainly of teaching practice. But a very large number of institutions are beginning to offer an elaborate programme of practical work. To illustrate this point I will refer to one such programme. The programme is based on the conviction that "the successful teacher is one who has not only acquired a sound grasp of educational principles but has also developed the skills and techniques required for teaching." In addition to giving fifty practice lessons (including two criticism lessons) every pupil teacher is required to observe and to make notes of twenty five lessons given by his colleagues or by teachers in his practising school. A few demonstration lessons are given by staff members and by some experienced local teachers before the pupil teachers begin their teaching practice. Facilities are given to the students to discuss their notes of lessons with the lecturers before the lessons are given. In connection with school practice each student has to prepare : (a) a critical study of some special aspect of the practising school, (b) a critical study of the syllabuses (in the student-teacher's methods subjects), (c) a critical study of the system of examination in operation in the practising school (with special reference to the types of questions set). The students also construct two achievement tests (objective type) and administer these tests in the classes they are teaching. A report on this test is submitted to the lecturers concerned.

In addition to school practice there are visual education and craft projects to be undertaken by each pupil teacher. Then there are Psychology practicals and extra-curricular activities and physical education. Each pupil teacher, as he begins his sessional work, is assigned to a tutorial group. As part of the tutorial work every student writes two essays, and one book review during the session. Besides these essays, students discuss in tutorial meetings problems related to the courses of studies. They can also discuss individual or common problems arising out of the students' work both curricular and extra-curricular.

As one can see it is a fairly elaborate programme and if it is operated with care a student will be kept reasonably busy throughout the session. A number of our training institutions are working on similar lines. There are however a few questions to be considered in this connection. First, should craft be compulsory for all ? The answer to this will depend on what we want to achieve through this training. In the new scheme of Secondary education craft is a compulsory activity. But a teacher who gets very little training in craft work during the brief period of nine months may not be of much use to the school for this work. We need people who have learnt a craft over a number of years. This is also the experience of Basic Training Colleges. Although most of these institutions have included craft in their programme it has been felt that basic schools will need a separate craft teacher. We cannot therefore insist that craft should be a compulsory activity for a student preparing to teach in a Higher Secondary school. The argument that craft work creates in the students a respect for manual work does not carry us far. If the student who is an adult has not acquired this respect by now, merely undertaking a craft project for a short while will not achieve this objective.

Secondly, are the extra-curricular activities serving the purpose for which they have been introduced ? In carrying out these activities two conditions have to be met. The activities should be realistic and the pupil teachers should be able to duplicate them in the school situation. If a pupil teacher is taking part in dramatic activities he should be able to organise such

activities in the school. The other condition to be met is that these activities should not come in the way of academic work. If the objectives are not clearly formulated by the organisers of a programme the extra-curricular activities may be more a hindrance than a help to the pupil teachers. In any case no training institution can afford to give to the students the impression that these activities are more important than other activities. A teacher's life should be scholarly. The training college should create the appropriate environment in which a scholar's mind can flourish. It would be a good idea to organise a variety of extra-curricular activities so that each student can choose one or two activities according to his interest. The idea of making every thing compulsory should be discouraged.

Thirdly, how much of the visual aids prepared by the students are useful ? Experience shows that in many cases visual aids are made to meet the course requirements rather than anything else. Under proper guidance these aids can be made useful. Whether the student is making a chart, diagram, model or a scrap book he should be able to make use of it in his class. There is a tendency among the pupil teachers to use any visual aid they can procure in the course of their teaching practice. This has to be corrected by giving appropriate demonstrations in using visual aids.

The Task before the Training Colleges

With the introduction of Higher Secondary education several problems have cropped up as far as the teacher education programme is concerned. One such problem (viz., training in craft work) has already been discussed above. The other problems relate to the training of teachers in general science, social studies, commerce and technical subjects. Already some institutions have provided for methods of teaching commerce and social studies. Others are making similar arrangements. As far as general science is concerned each training college should have two science lecturers, one for physical sciences and another for biological sciences. Here not only a general course is necessary but some subject matter will have to be taught because most of the science graduates will have studied only one of the two branches of science. As for the technical subjects it may not be possible for the training colleges to make adequate arrangements in this regard. The All-India Council for Secondary Education had a scheme of organising short term courses for teachers of technical and vocational subjects. Such courses may be considered as an emergency measure to meet an immediate need. But a long term plan will be necessary. The training colleges in the big cities in co-operation with the local technical institutes can organise appropriate courses for this purpose. This may be either vacation or evening courses.

The success of a pattern of education based on the ideas of diversified courses depends very much on guidance. The pupil teachers, therefore, should be given some training in educational and vocational guidance. This subject will find a place as an optional subject in many training colleges but some of the useful ideas may be included in the general courses also. Thus making tests, maintainig cumulative records, studying behaviour problems etc. may be obligatory for all students.

Examination

The examination for the pupil teachers should be remodelled so that it may test their ability to judge and apply their knowledge to class room situations. The external examination sometimes comes in the way of achieving the objectives. Of late there has been a noticeable change in the attitude of universities in this respect. Some universities now reserve a percentage of marks for the class work of the students. This ensures regularity of progress and eliminates the element of chance. In Delhi University equal weightage is now given to theory and practice in the final examination. Here the practical work of the pupil teachers is assessed internally. Such assessment however is subject to the approval of a Co-ordination Board of the University. Much of the success of a programme will depend on how we conduct our examination.

In-Service Education

It is common knowledge that many trained graduates relapse into traditional methods and do not try to improve their teaching. In a remarkable passage Tagore says "A Teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". A teacher's education neither begins nor ends in a training college. A successful teacher continues to learn. It is because of this realisation that the educators are now busy organising in-service education programmes. Although only fifty three colleges are officially organising seminars, conferences, workshops etc. for teachers under the auspices of the Directorate of Extension Services in Secondary Schools, every training college has a duty in this respect. The training colleges, Departments of Education and Teachers' Associations can do a lot in providing opportunities for in-service education of teachers. By doing so they will make the teacher work better. A teacher's improvement is bound to reflect on the school and a better school will provide adequate training for the citizens of tomorrow.

Do You Know?

- The Basic education system has been adopted in 400 schools in Delhi so far.
- The teacher-pupil ratio in our Secondary schools is 1:26.
- The Union Ministry of Education has constituted a 25-member National Council for Women's Education to advise the Government on matters relating to the education of girls at school level and of adult women.
- 4,53,000 students completed the Secondary education course in India in 1957.
- The Delhi Muncipal Corporation is formulating a proposal to levy Education Cess with effect from the next financial year.

WHAT SHALL BE THE MEDIUM IN OUR SCHOOLS?

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By the term 'schools' we here imply only Secondary schools and not Primary schools. For, at the Primary stage, notwithstanding views to the contrary, the only language that can be taught and used as the medium of instruction is the mother-tongue. The only exception to be allowed to this principle will be made in the case of undeveloped languages like some of the *Adivasi* languages or the language of an isolated minority group in the midst of a people speaking a language widely used.

The Primary Stage

We should remember in this connection that the duration of the Primary course, in the major areas of India, is still one of four years and not five years. The progress of Basic education with a five-year course is yet to be achieved. Moreover, even those who would introduce Hindi in non-Hindi speaking areas, would not, normally, advocate its introduction except in the last Basic school class i.e. in the fifth year of schooling. I am sure that no one questions, as far as the Primary stage is concerned, the validity of the position broadly outlined above. Even great enthusiasts for teaching a number of languages to our Primary school pupils, would not, I hope, introduce either Hindi or English at such an early stage as some would advocate, following the suggestions of Professor Penfield, the eminent Canadian neurologist, that certain aspects of languages are best learnt early in life. Prof. Penfield gave a lecture on the subject in the Central Institute of Education, Delhi when the present writer was its Principal, and as far as he understood, Dr. Penfield said that provided the right linguistic environment and the right type of teachers existed it would not only be not difficult for a child to learn a number of languages quite early in life, but, on the other hand it would indeed facilitate such learning. I remember that he even quoted the instance of his own children. The reader may, in the above paraphrasing of Dr. Penfield's view underscore heavily the phrases 'the right type of linguistic environment' and 'the right type of teachers'. As far as Dr. Penfield's children were concerned both the parents were not only highly educated, speaking a number of languages with ease and grace, but one of them was the recipient of the much coveted British honour—the Order of Merit. Even granting for a moment the desirability of teaching languages other than the mother-tongue as Dr. Penfield would have us do, how many schools could provide such 'right type of teaching' and 'right type of linguistic environment'? Further, if it were easily practised as it is prescribed why is n:t the practice used widely all over the world? Must the poor Indian child be the guinea pig for an experiment like this the results of which are yet uncertain?

Let us be clear on one point about learning languages, namely that except for the limited few for whom learning a language is undertaken just for the sake of learning it, for the majority of us, we learn a language because of its use, we want to use the language in some form or other. If this principle is granted we may next try to find out whether the principle can help us in deciding which languages one may learn and when.

This principle of 'use' naturally points out that the first language to be learnt by a child should be its mother-tongue, the language of its mother and the language of its kith and kin. By means of this language he will hold the first commerce of thought and communication with the people immediately outside itself, with its parents, brothers and sisters, with its own people. Gradually his other neighbours will come within his ambit of contact. Obviously the individual's neces-

sity will determine which language he will learn after his mother-tongue, say Bengali, whether it will be Assamese, Oriya or Hindi (or even Sanskrit if we take into consideration the cultural affinity) outside one's own linguistic group. Through these contacts the child's intellectual and emotional life will start growing and taking shape. It may be noted that the circle of contact is normally an ever-widening circle and in the process of widening come the languages of his immediate neighbours. To give an example, a Bengali child's neighbours may be either Hindi-speaking or Oriya or Assamese-speaking people depending on the precise place where the child lives. Hindi comes in at this stage only as a generalised proposition, the handiest inter-state, that is inter-neighbourly relationship for Indians all over the vast sub-continent.

Returning to the question of the process of the growth of child's self it is seen that it continues rather rapidly in the first few years of the child's life including the period of its infancy and then its childhood. During these two stages in early life the individual's horizon and area is limited, generally speaking, at first to its family and its *mohalla*, i.e. immediate locality. The child's mobility at this stage is limited, its movement restricted. Roughly speaking, this stage continues (with wide individual differences) till about the tenth or eleventh year of life, and the next stage, namely that of early adolescence begins about then, the twelfth year of a child's life. With his adolescence begins also the stage of Secondary education. His horizon widens, both mentally and physically. He forms new friends outside his family and develops new contacts. His neighbourhood now covers a fairly wide area.

Adolescence

Adolescence, it may be noted in passing, is divided into two sub-stages, early adolescence and later adolescence. Many of our readers will note the 'wander-lust' of the child in the period of early adolescence. This has also been described as a period of 'sturm-unddrang', i.e., 'storm and stress' compared to which later adolescence is a more equable period when the individual is, comparatively speaking, settling down. During this period of adolescence both earlier and later, the integration of character proceeds as much apace as during the earlier period i.e. childhood ; but whereas in childhood such integration is of a more pliable nature and somewhat of a fluid character, during adolescence such integration takes direction and shape to a greater extent.

Hence it was quite in the fitness of things that the curriculum as originally recommended by the Indian Secondary Education Commission provided for such integration of the curriculum with a number of core subjects as well as for some amount of specialisation for the individual's abilities and aptitudes. By the time the young person enters into the period of early adolescence his horizon starts widening both the intellectual place as well as outer emotional place ; and he needs a medium of expression to enable him to cope with this process of widening horizon effectively. Naturally what could be a better medium for this purpose than his own mother-tongue ? The Secondary Education Commission recommended normally a three-language programme for every child going in for the Secondary course with provision for even an additional fourth language. The first language in this programme would be the mother-tongue, then Hindi, the language of inter-state communication and then English—a medium for international commerce of ideas and thought. The fourth language might be Sanskrit or an advanced course in English or any other modern language.

The Commission also recommended a scheme of study of language which would enable those who did not want to study English to skip it altogether, at the same time enabling others who desired to study English to study it fairly well. Further, as already mentioned, it made a provision for studying English as an additional language.

The advantage of the proposed arrangement was that under it everyone was not *forced* to study English. Travelling over India we had heard that a large percentage of failure in Secondary school certificate examination was due to failure in English. Candidates who had done well in other subjects failed because they failed in English. This failure is a well-known fact and one has to analyse the results of any recent Secondary school final examination to satisfy

himself on the point. Today we are dubbing tens of thousands of boys and girls as failed students though they may have passed in all subjects except English.

And yet many of the intelligentsia would demand not only the retention of English in the Universities and Secondary schools, but also a high standard of English in all our institutions !

English as Medium

Let us for a moment pause here to consider what this insistence is costing us. If we are to retain a high standard of attainment in English (did we ever have any high standard at all ? one may question), we must give more time for it and begin teaching it much earlier than our national scheme would permit. According to this national scheme accepted all over the country, English is to be introduced in the post-Primary stage. In spite of this, attempts are being made to circumvent the provision in a curious manner. And all this is encouraged by the oft-repeated references to falling English standards in season and out of season as if it is a great national calamity. I shall give an example. In Bengal excepting in Calcutta, English cannot be taught in the Primary stage but in Calcutta English can be introduced even in class II. People are questioning, why this invidious distinction between the city and the countryside ? If English is good for the city children why is it not so for the rural children as well ?

This encouragement of English is having another effect on our educational system. A number of schools are coming into existence—'modern' schools,whose sole claim perhaps for being called 'modern' is their provision for early teaching of English and the use of the English medium for teaching all sorts of subjects. I have watched at close quarters some of the products of such schools who get a smattering knowledge of English with some facility to use it in speaking and very little else. This is only natural if they have to learn everything through the medium of a language but half understood.

In this we are repeating a folly of the past which in the old days had cost us heavily. Till about fifty years ago English was the medium of instruction in this country in the 'English' and 'Anglo-Vernacular' schools. The present writer was a victim of the system to some extent and he distinctly remembers the woes and worries of the students of those days. Fortunately for himself he partly escaped from such worries as he had begun his education in a school which used his mother-tongue as the medium of instruction. After completing about what would be equivalent to six years of schooling today, he came to a *Zilla* School where not only English but history, geography, mathematics and all other subjects were taught in English. Most of his fellow students could hardly follow the lessons though a majority of them had studied all along in this 'English School' as compared to his old 'vernacular' school and naturally they did the only thing that these poor creatures could do—they crammed and memorised and their results were in most cases poor beyond imagination.

No wonder Lord Curzon spoke of the memorising capacity of the Indian mind. Among the good things to the credit of Lord Curzon was the abolition of English as the medium in the lower classes. This will remain as one of the best things in Lord Curzon's Resolution on the Educational Policy of 1904. We may also pay our tribute to the first Indian Vice-Chancellor of an Indian University, Sir Gooroodass Banerjee, who was one of the first to raise a strong voice of protest against the current practice of neglecting the mother-tongue. In the National Council of Education, Rabindranath Tagore and others showed how Bengali could be effectively used as the medium of instruction right up to the collegiate stage even in teaching technical subjects.

Another disastrous effect of this undue emphasis on maintenance of a high standard in English has been the disproportionately large amount of time in the time-table devoted to that one subject only to the great detriment of the other remaining subjects. As if it is not necessary to maintain standards in other subjects as well ! A reference to the time-table of any High school would indicate clearly this lack of balance between different subjects. The effect of this is also clearly reflected in the final results which indicate that we fail to maintain standards not only in English but in all other subjects.

One may ask, in a nationally organised system of education what would be the standard of a language which occupies a position analogous to that held by English in our scheme of languages ? The present writer cannot help narrating an experience he had many years ago while studying in England. He had received a letter in French which he wanted to read but being himself a poor reader in French he requested an English friend of his who was a public school man and who had studied French in his school days to do that for him. The friend confessed that he could not read it then and there but that he would have to give the translation the next day after he had consulted his books. Perhaps we should not generalise from this case. But the fact remains that the mastery of a modern foreign language has not been universally recognised as the hallmark of Secondary education anywhere and that we would be unwise if we demanded it in this country.

The writer also remembers having seen letters written by millionaire businessmen of Japan writing poor but clear English and speaking the language equally poorly. Shall we then demand that all students in Secondary schools are to learn English to enable them not only to read it but also to hold conversation in it ? Let us be honest and confess to ourselves that natural opportunities for holding conversation in English are few and far between.

Teaching through the Mother Tongue

Here I must once more repeat what I have already said earlier by implication, it would be a huge national waste to demand a good standard of English from every student going in for Secondary education. It is the birth-right of every Indian boy and a girl to receive Secondary education through his or her mother tongue. If we must teach English to some of them for scientific and technical education it would be a far better thing to organise a pre-university course of a year or even two for those who would desire such education. One may concentrate in that period solely on English and I have no doubt that even in conversation he would attain a passable standard. As I have previously said all the Western scholars of Sanskrit learnt the language in the post-Secondary school stage. At that stage of mental growth there will be sure motivation which always determines the quality of attainment. This arrangement would obviate giving undue emphasis on English as is being given now to the detriment of all knowledge of our Secondary school students.

This question of education is closely linked with the recruitment of leadership in future. While it would not be proper to lay down here and now wherefrom such leaders will come, one may generalise that intermediate leadership will generally come from those who will have read in our Primary and Secondary schools and whose mental and linguistic horizon will comprise their neighbours outside their own State but inside the country. Other leaders whose number will be limited to that of the intermediate class leaders will deal with problems not only in a national perspective but with an international background if and when needed. They will have the benefit of not only Secondary education but also of Higher education of diverse types. They need besides their mother-tongue and Hindi, a medium for international commerce of ideas and thought. Here English comes handy for us Indians because of our long contact with England. But one should not debar the use of French, German, Spanish, Chinese or Russian or for that matter any other foreign language for this purpose of international contact.

It would therefore appear clearly that in the Secondary schools the only language which could legitimately be the medium is the mother-tongue. It is unfortunate that some of the Indian languages like some of the *Adivasi* languages cannot be just now used in this manner. For them I would even recommend a year or two of interregnum in specially organised language schools teaching regional languages. Such schools should devise special techniques of quick learning. This should not at all be difficult as we saw during the war when even ordinary American private soldiers could learn difficult languages like Chinese, Burmese so quickly and effectively as to use it for life and death struggles.

Roundup of Activities Ministry of Education

ELEMENTARY AND BASIC EDUCATION

Basic and Social Education Committee

The Basic and Social Education Committee of the Central Working Group on Education has formulated and recommended certain schemes of Primary, Basic and Social Education for the third plan.

Expansion of Teacher Training facilities during the Third Five Year Plan

The Ministry has put into operation a centrally sponsored scheme which makes grants on a 100% basis to the State Governments for the remaining period of the Second plan, to expand Teacher Training facilities, to produce additional trained teachers for appointment during the 3rd plan, to provide universal free and compulsory primary education. The expansion is to be made in the first instance by increasing the intake capacity of the existing training institutions to the extent possible, the balance of the requirement being met by the establishment of new institutions.

The following grants have been sanctioned for the purpose :—Rs. 6,67,080 to Andhra Pradesh, Rs. 17,81,500 to Assam, Rs. 52,88,138 to Bihar, Rs. 21,00,000 to Bombay, Rs. 49,65,050 to Madhya Pradesh, Rs. 28,80,000 to Orissa, Rs. 22,94,392 to Rajasthan, Rs. 36,60,938 to Uttar Pradesh, Rs. 26,67,700 to West Bengal, thus the total amount sanctioned is Rs. 2,62,24,798.

Educational Survey

The work of the Educational Survey which commenced in November, 1957, was completed in April, 1959. Its report is in the press but a brochure on "Educational Survey of India" has been published.

A Pilot Project for Improvement of Science Education in Elementary Schools

A pilot project for improvement of science teaching in the Elementary schools has been approved by the Government of India recently. The scheme provides for a science consultant to be appointed in each State and Union Territories to examine the existing primary education syllabus of the State and suggest a syllabus after making a thorough study of the question.

Basic Education Week—Annual Celebration

Following the practice of the last two years, it is proposed to celebrate 'Basic Education Week' this year also, between 20th and 26th January. The Celebration of this week has assumed even greater importance in view of the fact that the Government has launched the programme of orienting the non-Basic Elementary schools towards the Basic pattern.

Organising Basic Education in Urban Areas—a Symposium

A symposium on "Organising Basic Education in Urban Areas" was held in the National Institute of Basic Education on 10th September, 1959. It suggested that same crafts suited to urban life should be introduced in the urban Basic schools, and the immediate introduction of Basic educa-

tion in the urban areas was also emphasised.

Assistance to Voluntary Organisations for Pre-primary and Basic education

A sum of Rs. 13,000 was sanctioned to the Kishori Raman Montessori School, Mathura.

National Council for Women's Education

The National Council for Women's Education has been constituted by the Ministry with Shrimati Durgabai Deshmukh as Chairman. The first meeting of the Council, was held in New Delhi on the 16th and 17th October, 1959.

Loans for the Construction of Hostels for Basic Institutions

A loan of Rs. 37,000/- has been sanctioned to the Christ King Basic Training School, Pavarathy, Krala.

Basic Education Literature

A press note to invite names of suitable authors to write various parts of the two proposed source books on Social studies and General Science was issued. A circular letter along with the contents of the proposed source books has also been sent to all the State Governments and the Training Institutions all over India requesting them to suggest suitable names.

Children's Literature Committee

The third meeting of the Children's Literature Committee was held on sixth November 1959 for finalising the results of fifth prize Competition of books for children. The results were declared on 14th November 1959, it being 'Children's Day.

SECONDARY EDUCATION

Research in Problems Connected with Secondary Education

During the period under review, grants amounting to Rs. 84,788 have been sanctioned to Teachers' Training Colleges and Departments of Education of Universities for the promotion of Research in problems connected with Secondary Education.

Committee on Religious and Moral Education

On the recommendation of the Central Advisory Board of Education the Government of India have decided to set up a Committee to make a detailed study of the question of religious and moral instruction in educational institutions and make suitable recommendations in the matter.

The Committee will examine the desirability and feasibility of making *specific provision* for the teaching of moral and spiritual values in educational institutions, and define broadly the content and curriculum of instruction at various stages of education.

The first meeting of the Committee was held at Bombay on the 17th and 18th November, 1959.

Educational Delegations to and from Abroad

(i) *New York Herald Tribune Forum*

As in previous years the New York Herald Tribune Forum authorities have extended an invitation to the Government of India to depute a Secondary School student to the U.S.A. for participation in the Forum at New York from January to March, 1960.

The invitation has been accepted and the selection of a delegate is being made.

(ii) *Visit of an Educational Delegation from the U.S.S.R.*

A Delegation of six Educationists from the U.S.S.R. is expected to visit India during December, 1959 for a period of three weeks.

Assistance to Voluntary Educational Organisations

The following grants were sanctioned :

Rs. 50,000 to Vidyodaya Girls' High School, Madras for the construction of a building for the school ; Rs. 35,000 to

Rashtreeya Vidyalaya Teachers' College, Bangalore, for the construction of a building for a Teachers' College and practising High School ; Rs. 6,100 to Ramakrishna Mission Ashrama, P.O. Sarisha, 24 Parganas, West Bengal, for the extension of the existing High School building, purchase of furniture and books ; Rs. 3,662 to Fatima Girls' Multi-purpose High School, Kazipet, Andhra Pradesh for purchase of furniture and books; Rs. 13,171 to Gujarat Research Society, Khar, Bombay for the establishment of the Psychological Research Institute ; Rs. 1,632 to R. M. Trivedi New Education High School, Ahmedabad, Bombay ; Rs. 2,000 to Mahboob College High School, Rashtrapati Road, Secundrabad, Andhra Pradesh, for construction of an additional block of building; Rs. 3,000 to Prakash High School for Girls, Relief Road, Ahmedabad, Bombay, for improvement of Home Science Section ; Rs. 3,071 to M. S. University of Baroda, (Faculty of Education and Psychology), Baroda, Bombay.

Grants to Dr. Graham's Homes, Kalimpong

A sum of Rs. 8,100 has been sanctioned to Dr. Graham's Homes, Kalimpong, as grant-in-aid for 1958-59.

Directorate of Extension Programmes for Secondary Education

The first meeting of the reconstituted All-India Council for Secondary Education was held in July, 1959. Besides other significant problems the upgrading of High into Higher Secondary schools, the question of intensifying the vocational programme in the Multipurpose school in order to gear it to the occupational needs of the community and the causes of examination failures were discussed by the Committee. The Committee decided to set up a number of sub-committees to consider the various problems in detail. The Annual Conference of the Secretaries of Boards of Secondary Education was held at New Delhi in September, 1959. The Conference considered the entire programme of examination reform and made important recommendations.

Central Institute of English, Hyderabad

After the successful completion of the Seminar cum-Training course for a period of two months at Ooty, for the benefit of the officers of State Education Services, etc., the second regular course of training started on 15th June, 1959 for the trainees drawn from amongst teachers of High/Higher Secondary schools, Professors of Pre-University classes or of Training colleges and School Inspectors and ended on 15-10-1959.

The third and the fourth meetings of the Governing Board of the Central Institute of English, Hyderabad, were held on 3-8-1959 and 5-10-1959 respectively.

Inter-State Board of Anglo-Indian Education, New Delhi

A grant of Rs. 4,282 was sanctioned to the In er-State Board of Anglo-Indian Education, New Delhi.

Lawrence School, Lovedale

A sum of Rs. 55,000 was paid to the Lawrence School, Lovedale, as the first instalment of Government of India's contribution for the "Entitled Children" for the year 1959-60.

Gandhian Philosophy

Arrangements are in progress to hold lectures on Gandhiji's philosophy and way of life by Kumari Manuben Gandhi in selected schools of Madhya Pradesh and Uttar Pradesh. Arrangements are also being made for the procurement and distribution of a Unesco publication entitled "All Men Are Brothers" to all High/Higher Secondary schools in the country.

Inter-State Understanding

Under this scheme, a rally of selected students from High/Higher Secondary schools from all over the country is proposed to be held on the occasion of the next Republic Day celebrations.

Steps are being taken for the distribution of two Brochures "Guide to West Bengal and Assam" and "Guide to South India" to all the High and Higher Secondary schools of the country.

Central Institute of Education

The students held a symposium on Mahatama Gandhi's life, work and teachings. The subject was "Revolution through Basic Education".

A party of 28 students and three members of the staff went on an educational excursion and visited Bombay, Poona, Khadakvasla, Aurangabad, Ajanta, Elora, Sanchi, Gwalior, Agra, etc. etc.

The Extension Service Department arranged seminars on :

(a) Audio Visual Aids and their use, directed by a panel consisting of directors and experts from the National Institute of Audio Visual Education, New Delhi.

(b) "School Health Practices" directed by Mrs. A. Morre, W.H.O. Health Education Consultant to the Ministry of Health.

(c) "Education for the Gifted Child" guided by Mrs. Kamla Bhatia, Principal of the M. B. Girls' Higher Secondary School, New Delhi and Shri P. K. Roy of the Central Institute of Education.

(d) "Teaching of Social Studies" guided by Sarvashri B. N. Pandey and S. N. Katiyar.

CENTRAL BUREAU OF TEXTBOOK RESEARCH

Hints to Authors of Science Textbooks

A manuscript containing material on the general and specific planning involved in the preparation of science textbooks as well as some specimen lessons followed by a Teacher's Manual for the same, has been prepared.

The U.N. Project

The 23 lessons prepared by the CBTR on the teaching of U. N. in secondary schools have been appreciated by the U.N. Headquarters in Paris and seven other specialised agencies of the U.N.

CENTRAL BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

Merit Scholarship Tests

Final sets of tests were pre ared and printed under the supervision o of the staff members and testing material was despatched to the States for their use. The Directorate of Education, Delhi, were assisted in screening children from 5 + to 8 + for admission to the Merit Scholarship Examination.

Compilation of Occupational Information

The Bureau has taken steps for building up a unit of Educational and Occupational Information.

HIGHER EDUCATION

Recognition of Certain Degrees/ Diplomas

The Government of India have extended the recognition of certain degrees/ diplomas of the Jamia Millia Islamia, New Delhi, Gurukula Kangri, Hardwar, and the Gurukul Mahavidyalaya, Vrindavan, up to the 17th September, 1961.

Financial Assistance to Institutions of Higher Learning and Research

A scheme has been formulated for giving financial assistance to recognised institutions of higher learning doing work of special importance for developing their educational activities and introducing new techniques in education which have some national significance. For this purpose, an Advisory Committee has been set up to assist in the selection of institutions for grants and to advise on giving financial assistance to recognised institutions of higher learning doing work of national importance.

Loans to Voluntary Educational Institutions for Hostels

After a review of the scheme for the grant of loans to educational institutions for the construction of hostels, it has

been decided that the present practice of giving loans direct by the Centre to educational institutions managed by voluntary organisations be discontinued except in the case of educational institutions situated in Union Territories. The sum provided in the budget for loans has been placed at the disposal of the State Governments. The Government of India would provide an amount equal to the amount of interest to be paid by the Centre to the institutions in the form of grant. This amount will also be placed at the disposal of the State Governments, for securing the waiving of interest on loans. The State Governments would lend the money directly to the institutions and would be responsible for recovery. Accordingly, the funds for 1959-60 have been allocated to State Governments for this purpose.

Recruitment of Teachers Abroad

Reques's have been received for the services of Indian teachers-from Nigeria for one Science teacher, and from Iraq for Fifty or more English teachers, two teachers in Islamic Culture, and 25 technicians for technical schools.

National Service by Students

The State Education Ministers' Conference held in New Delhi on August 8, 1959 had recommended that pilot projects for National Service by students should be oprated on a voluntary basis for a few years before considering the question of making National Service compulsory for students. Following this recommendation, the Government of India has appointed a National Service Committee to work out the details of the pilot projects.

India Wheat Loan Educational Exchange Programme

Under the fifth year (1958-59) of the India Wheat Loan Educational Exchange Programme, five scientists, one astronomer and three librarians have been sent to the U.S.A. for observation tour/higher studies in their respective fields.

RURAL HIGHER EDUCATION

T.C.M. Assistance to Rural Institutes

For 1959, 20 participants were selected for training in the U.S.A. in Extension and Research methods. Three participants left for the United States in September 1959.

Sanitary Inspectors' Course

It has been decided to start a Sanitary Inspectors' Course at Vidya Bhavan and Gandhigram Rural Institutes, and to constitute a Central Board of Studies for the conduct of examinations for that course.

Recognition of the Diploma in Rural Services

The Government of India have recognised the Diploma in Rural Services awarded by the National Council for Rural Higher Education, as equivalent to the degree of a recognised University for five years only for the purposes of appointment to Government services. The State Governments were also requested to accord similar recognition. This has so far been granted by the Governments of Bihar, Kerala and Madras. The Tata Institute of Social Sciences, Bombay, has also recognised this Diploma for admission to their courses of study.

Recognition of Diploma in Civil and Rural Engineering

The Government of India have decided to recognise provisionally for a period of three years with effect from July, 1959, the diploma in Civil and Rural Engineering awarded by the National Council for Rural Higher Education, for purposes of employment to subordinate posts and services.

AUDIO-VISUAL EDUCATION

Central Film Library

Forty two new films were acquired in the Library bringing the total to 4229. Twenty new members were enrolled bringing the total membership to 1270. 3000 films/

filmstrips were issued to 521 member institutions. 72 film-shows were conducted by the Mobile Cinema Van.

The Preview Committee on Films

Three Meetings of the Preview Committee were held in which 12 filmstrips and five films were previewed.

Translation Unit

Teaching notes of three filmstrips were translated into Hindi.

Production Unit

A portrait of Rabindranath Tagore in the "Men of Letters" series has been printed. Preparation of a chart on "Cotton Production in India" has been taken up.

A study kit on Delhi is being prepared. Work on 'Bulletin Board' for different subjects has been taken up.

The Advisory Standing Committee of the National Board for Audio-visual Education

The first meeting of the Advisory Standing Committee of the National Board for Audio-Visual Education was held on 15th September 1959. Besides reviewing the progress of the recommendations of the Third Meeting of the National Board for Audio-Visual Education, the Committee considered the syllabi framed for the Institute.

A circular letter has been issued to State Governments/ Union Territories/Teachers' Training Institutions and the Central Ministries calling for applications for admission to the short-term and long-term courses in Audio-Visual Education of the National Institute of Audio-Visual Education.

Further equipment worth Rs. 8393.51 has been received in the Institute. The prospectus of the Institute has been published.

UNION TERRITORIES

It has been decided to exempt all the students belonging to Scheduled Castes and Scheduled Tribes who are bona fide residents of Union Territories from the payment of fees in respect of ex minations conducted by Universities/Boards for a period of five years *in the first instance.*

Andaman & Nicobar Islands

A Regulation called the Andaman and Nicobar Islands (Primary Education) Regulation 3 of 1959 has been promulgated on the 26th June, 1959. This was published in the Gazette of India Extraordinary on 27th June, 1959. The salient features of the Regulation are that every child of school age residing within a specified area shall be required to attend the course of primary education imparted at a recognised school and that the guardian of every child of school age shall cause such child to attend a recognised school unless there be a reasonable excuse for non-attendance. It has been made clear that no fees for attending the course of primary education shall be levied at any recognised school.

Scheme of Improvement of Science, Tripura

Under the Scheme for the Improvement of Science Education in Elementary Schools, a Pilot Project has been set up in Tripura.

SOCIAL EDUCATION

Financial assistance to Voluntary Educational Organisations

The following grants have been sanctioned :

Rs. 40,000 to Sahitya Mandal, Nathdwara, Rajasthan, as second instalment for development of Library ; Rs. 10,000 to Sri Ramakrishna Advaita Ashrama, Kalady, Distt. Trichur, Kerala, as third instalment for development of library and Social Education activities ; Rs. 55,000 to All-India Women's Conference, New Delhi as final instalment of grant for construction of Sarojini Naidu/ Margaret Cousins' Memorial ; Rs. 5,000 to Kadappakala Sports Club and Reading Room, Quillon, Kerala, as second Instalment for development of Library and Rs. 5,000 to Indian Adult Education Association, New Delhi as recurring grants for clearing House on Social Education for 1959-60.

Grants under Ministers' Discretionary Fund

Rs. 10,000 were sanctioned to King George Coronation Institute, Hassan, Mysore, for the development of their Library.

National Fundamental Education Centre

The training course for the third batch of District Social Education officers was continued. The prescribed syllabus was covered according to plan. The trainees also completed their study tour of the Community Development Blocks in Punjab.

A report on the research project "Village Meeting Places—A pilot Inquiry" has been published.

The Audio-Visual Unit of the Centre completed the filmstrip on "How to Make a Flannelgraph", which was shown to selected audiences. Steps are now being taken to make copies available to the public.

Unesco Fellowship for Four Indian Candidates

Under the Technical Assistance programme for 1959, UNESCO offered four fellowships in Fundamental Education for the training course in Denmark. The four persons selected got training for about a month during August-September, 1959.

Standing Committee of the C.A.B.E. on Social Education

A special meeting of the Standing Committee of the C.A.B.E. was held on 21st September, 1959 to consider the reports of the Advisory Committee on Libraries and the Rural Education Committee.

Production of Literature for Social Education Workers

1000 copies of the booklet "Rural Recreation" prepared by the Planning Research and Action Institute, Lucknow have been distributed to State Governments, Ministry of Community Development and Cooperation and other prominent persons in the field of Social Education.

Institute of Librarianship

The one year diploma course commenced on 18th July, 1959. Nine trainees from various State Governments have been attending it.

Unesco Competition of Books for New Reading Public

The popular Literature Committee, at its meeting held on 28th September, 1959, finalised the selection of books for the award of prizes under the Unesco competition of books for the Neo-reading Public. The results were announced on 2nd October, 1959.

Price Scheme for Books for Neo-Literates

The popular Literature Committee decided to award 30 prizes of Rs. 500 each to authors of selected books and manuscripts in various Indian languages received under the sixth Competition for Books for Neo Literates. The results were announced on Second October, 1959.

Unesco Regional Seminar on Book-Distribution

Unesco is organising a Regional Seminar at Madras on the Distribution of Reading-materials for the Neo-reading public from 30th November, 1959 to 19th December, 1959.

National Seminar for Printers and Publishers

The Ministry organised a National Seminar for printers and publishers at Bombay for a period of seven days in November, 1959. Important problems connected with the printing and publishing trades were discussed at the Seminar. The entire expenditure amounting to Rs. 2,000 for the Seminar was met by Unesco.

Evaluation of Prize-Books for Neo-Literates

Since 1954 the Government of India have been holding annual prize competi-

tions for the selection of the best books for Neo-literates. In all, six such competitions have been held so far. It was however, felt that it would be expedient to conduct an evaluation of all such prize-winning books in the first instance of the first four competitions to assess the overall impact of the scheme on authors, publishers and Neo-literate adults. The evaluation of all prize winning books in various regional languages is in hand.

SOCIAL WELFARE AND EDUCATION OF THE HANDICAPPED

Central Social Welfare Board

The Central Social Welfare Board has been reconstituted for a period of three years with effect from the 13th August, 1959 to the 12th August, 1962

Working Group for Social Welfare

The Southern Zonal Meeting of the working group for Social Welfare was held from 27th to 29th of July'59 at Madras. The tentative plans for social welfare for inclusion in the Third Five-Year Plan of Madras, Pondicherry, Kerala—Andhra Pradesh and Mysore were discussed. Similarly the Northern Zonal Meeting and the Eastern Zonal Meeting of the Working Group of Social Welfare were held in New Delhi and Lucknow respectively.

National Advisory Council for the Education of the Handicapped

The Second meeting of the Standing Committee of the reconstituted National Advisory Council for the Education of the Handicapped was held on the 20th August, 1959 to consider several problems concerning the handicapped.

Scholarships for the Deaf

Applications have been invited for the scholarships for the deaf. The last date for receiving applications is 15th October'59.

YOUTH WELFARE & PHYSICAL EDUCATION

Labour & Social Service Camps

A sum of Rs. 8,58,553.73 has been paid to the State Governments, Universities, N.C.C. Directorate of the Ministry of Defence and Voluntary Organisations like Bharat Sevak Samaj, Bharat Scouts and Guides for conducting Labour and Social Service Camps.

Campus Work Projects

A sum of Rs. 3,68,263 has been sanctioned to Universities and State Governments as 2nd/3rd instalments of grants for the projects, first instalments in respect of which were sanctioned in 1957-58 and 1958-59.

Grants-in-aid

The following grants-in-aid were sanctioned :

Rs. 3,15,000.00 to the Lakshmibai College of Physical Education, Gwalior, for meeting expenses on the construction of the College building and recurring expenditure during 1959-60 ; Rs. 3,750.00 to the Government of Andhra Pradesh, Hyderabad for giving financial assistance to Nampally Vyayamshala, Nampally, for the purchase of equipment ; Rs. 850.00 to the Government of Bihar for giving financial assistance to Sharirik Shikshan Mandal, Hara Telpa, Distt. Saron. for the purchase of equipment ; Rs. 3,000.00 to the Government of Andhra Pradesh for giving financial assistance to the Andhra State Physical Culture Institute and Nature Cure Clinic, Vijayawada ; Rs. 3,750.00 to the Government of Orissa for giving financial assistance to Orissa Jatiya Byayam Kreeda Parishad for the purchase of equipment; Rs. 6,600.00 to the Government of Rajasthan for giving financial assistance of Rs. 600.00 to Shri Narsingh Vyayamshala, Jodhpur ; Rs. 3,750.00 to Prof. Ranga's Physical Institution, Bikaner ; and Rs. 2,250.00 to Shri Mahavir Vyayamshalas, Ajmer ; Rs. 8,150.00 to the Bombay State Government for meeting 50% of the expenditure on the State Seminar on Physical Education : Rs. 10,000.00 to the All-India Seminar for

Organisers and Experts in Indigenous Physical Activities at Bangalore, held from the fifth to the 11th October, 1959 ; Rs. 15,000.00 and Rs. 1,780.00 to the K.S.M.Y.M. Samiti, Lonavala (Poona) for meeting the deficit in the recurring expenditure of its Scientific Research Department for 1959-60, and to cover the net expenditure incurred on the short-term course in Yoga for teachers of Physical Education, respectively.

Visiting Committee on Physical Education

The Visiting Committee for Physical Education Institutions in the Northern and Eastern Regions having finished its "on-the-spot" study of Physical Education Institutions in the two regions in October, 1959, has since submitted its report. The report is under consideration of the Government of India.

Sports and Games

The following grants were sanctioned :

Rs. 50,000.00 to the Government of West Bengal, Calcutta, for construction of a Stadium and Play Grounds at Darjeeling ; Rs. 7,036.00 and Rs. 9771.00 to the the All India Lawn Tennis Association, for sending a team to participate in the Wimbledon Championships held in the U.K. in June, 1959 and Rs. 9,771.00 for holding the All India Junior Training Camp and Inter-State Championships 1959 at Trivandrum respectively. Rs. 17,000.00 and Rs. 17000.00 (first instalments to the West Bengal Government for the construction of a Stadium at Jalpaigurai and Bankura respectively. Rs. 79,295.00 to the Rajkumari Sports Coaching Scheme, New Delhi, to cover the expenditure of the Scheme during the period July-September, 1959. Rs. 495.06 for the purchase of films. produced by Messrs. Burmah Shell on Athletics, Rs. 72,000.00, Rs. 10,000.00 and Rs. 15,000.00 to the National Rifle Association, India, New Delhi, for acquisition of 68 acres of land for the construction of their headquarters' building and ranges etc. and meeting the deficit on the 6th National Shooting Championship to be held at Delhi in November, 1959 ; and 50% of the expenditure on the construction of a 'B' type shooting range at Ahmedabad, respectively.

All-India Council of Sports

The 9th meeting of the All India Council of Sports was held on the 1st August, 1959 in New Delhi. The Council generally agreed with the recommedations of the Estimates Committee of the Lok Sabha, in regard to the promotion of Sports.

It decided to implement the recommendations of the Ad-Hoc Enquiry Committee for the promotion of Sports and Games, and spend Rs. 100 lakhs during the remaining period of the 2nd Five-Year Plan. The Council concurred with the recommendation of the Estimates Committee of the Lok Sabha, regarding sports and decided to accord recognition to the Indian Pole Assocation and the Ball Badminton Federation of India.

The Council also recommended several grants-in-aid to be paid to various National Sports Federations/Associations and State Sports Councils for their various activities in the field of Sports and Games.

The 10th meeting of the Council was held in New Delhi on the 8th September 1959. It was decided that 60% of the expenditure be sanctioned as grant to the Indian Olympic Association subject to a maximum of Rs. three lakhs for sending a contingent of 49 players and athletes and 15 officials to participate in the next Olympic Games to be held in Rome in September-October, 1960. The Council approved in principle the request of the Indian Olympic Association for financial assistance for staging the next National Games to be held in Delhi in February 1960.

Scounting and Guiding

The following grants were sanctioned

Rs. 12,222 to the Bharat Scouts and Guides, National Headquarters, New Delhi for meeting 50% of the expenses to be incurred on the air fare (tourist class) of a contingent of 12 Scouts and two Scouters to participate in the tenth World Jamboree at Manila, Philippines ; and Rs. 60,000.00 to the National Headquarters of the Bharat Scouts and Guides, New Delhi, for the con-

struction of an All India Training Centre at Pachmarhi.

Students Tours

During the period under report, an amount of Rs. 66,929.00 has been sanctioned for 40 batches of students for undertaking educational tours. In order to facilitate the release of grants in time to the parties of students going on tours, the funds have been allocated to the State Governments for distribution in accordance with the conditions prescribed by the Central Government. The State-wise allocation of funds is as follows :

Rs. 3,500.00 to Assam ; Rs. 4,680.00 to Andhra ; Rs. 7,000.00 to Bihar ; Rs. 11,680.00 to Bombay, Rs. 1,170.00 to Jammu & Kashmir, Rs. 4,680.00 to Kerala ; Rs. 3,500.00 to Madhya Pradesh ; Rs. 6,400.00 to Madras ; Rs. 3,500.00 to Mysore ; Rs. 1,760.00 to Orissa, Rs. 7,600.00 to Punjab ; Rs. 2,340.00 to Rajasthan ; Rs. 9,920 to Uttar Pradesh ; and Rs. 11,100.00 to West Bengal.

Inter-University Youth Festival

The following grants have been sanctioned :—

Rs. 3.48 lakhs to the University of Mysore for conducting the 6th Inter-University Youth Festival, Rs. 1.74 lakhs has been released as the first instalment ; Rs. 4,241.00 to the University of Agra for having conducted the Inter-Collegiate Youth Festival in 1958 ; Rs. 11,724 to the Prime Minister's Relief Fund.

Youth Leadership Training Camps

The Universities and State Governments have been requested to conduct Youth Leadership Training Camps for which they are entitled to 75% of the expenditure subject to a maximum of Rs. 3,000.00. During the period under report Rs. 1,557.00 was sanctioned to the Punjab University.

Youth Hostels

A grant of Rs. 15,000.00 was sanctioned to the Youth Hostels Association of India to meet a part of its Administrative expenditure. The Government of India proposes to set up a net-work of Youth hostels in the country with the co-operation of the State Governments and Youth Hostels Association of India.

Youth Welfare Boards and Committees

The amount of Rs. 1,200.00 has been sanctioned to the University of Annamalai to meet 50 per cent of the administrative expenditure in setting up a Youth Welfare Committee.

Bal-Bhavan

A grant of Rs. 30,000.00 has been sanctioned during the period under report to Bal-Bhavan for its day-to-day expenditure.

National Discipline Scheme

A Directorate of the National Discipline Scheme has been established at New Delhi with effect from the 15th September, 1959. The Scheme has so far been extended to 555 schools/institutions in and around Delhi and in the States of Punjab, Madhya Pradesh, Uttar Pradesh, Bombay, Jammu & Kashmir and West Bengal with over 2,70,000 children under training. Expenditure in connection with the implementation of the Scheme during the current financial year up to the end of September, 1959 amounts to Rs. 5,73,497.15 against a budget provision of Rs. 20.00 lakhs.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Board of Scientific Terminology

The following provisional lists of technical terms have been printed during the quarter under report.

1. Diplomacy III
2. Steno-typing
3. Educational Psychology III
4. Physics
5. Meteorology
6. Economic Theory and Thought.

Vetting Committee

The third meeting of the Vetting Committee was held on the 23rd and 24th July 1959 to finally vet the press copy of Standard English Hindi Dictionary being prepared by the Hindustani Culture Society, Allahabad. The Committee considered letter B of the Dictionary.

Grants to Voluntary Organisations

The following grants have been sanctioned during the period under report :—

Rs. 5,000 to Bhartiya Hindi Parishad, Allahabad for writing a history of Hindi literature ; Rs. 20,000 to Mysore Riyasat Hindi Prachar for the construction of building ; Rs. 3,000 to Sanatan Dharam Pravandhini for construction of building ; and Rs. 1,500 to Sangveda Pathshala, Masulipatnam, to meet the deficit during 1958-59.

Hindi Encyclopaedia

Two further instalments of Rs. 20,000/- and Rs. 30,000/- bringing total grant so far given to Rs. 1,70,000 have been released to the Nagari Pracharini Sabha, Varanasi, for the preparation of Hindi Encyclopaedia.

Presentation of Free Gifts of Hindi books to the Schools and Colleges of Non-Hindi Speaking States

A Committee has been formed to select Hindi books for presentation to the schools and colleges in non-Hindi speaking States. A Press note inviting the lists of suitable Hindi books from book-sellers and publishers, has been issued.

Preparation of Terminological Indices of all Standard Hindi Works—Old and New

The following amounts have been sanctioned to the universities of Agra and Punjab for carrying out the works indicated against each : Rs. 2,000 to University of Agra for the preparation of terminological indices of the works of Shridhar Pathak and priya pravas of Ayodhya Singh Upadhyaya; and Rs. 1,300 to the University of Punjab for the preparation of terminological indices of Godan by Prem Chand.

Hindi Shorthand

The following grants have been given in connection with the Morpho-phonemic Analysis of different languages :—

Rs. 2,400 to Gauhati University, Gauhati for Morpho-phonemic analysis of Assmese language ; Rs. 2,575 to Gujarat University, Ahmedabad, for Morpho-phonemic analysis of Gujarati language ; Rs. 2,575 to Mysore University, Mysore, for Morpho-phonemic analysis of Kanada language ; Rs. 1,350 to Calcutta University, Calcutta, for Morpho- phonemic analysis of Bengali language.

Standardisation of Sanskrit Examinations

The Central Sanskrit Board has appointed a Committee to consider the question of epuivalence and standardisation of Sanskrit examinations conducted by private Sanskrit organisations.

SCHOLARSHIPS

GOVERNMENT OF INDIA SCHEMES

For Studies Abroad

Central Overseas Scholarships Scheme 1958-59

Remaining two scholars out of the eight selected for studies in the Humanities left for the U.K. in September, 1959.

Union Territories Overseas Scholarships 1959-60

Selection of one candidate for higher studies in Germany has been finalised.

Foreign Language Scholarships Scheme 1959-60

Applications for the above scholarships have been received and are under scrutiny.

Partial Financial Assistance (Loan) Scheme

Applications for partial financial assistance from 28 students were received. Loans amounting to Rs. 8,624.81 were sanctioned. A sum of Rs. 8,742.00 has been recovered from the students who were granted loans in the past.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Overseas Scholarships Scheme 1958-59

Four students belonging to the other Backward Classes, who had been offered merit scholarships for studies abroad without passage costs, have been selected for the award of passage grants.

For Studies in India

FOR FOREIGN NATIONALS

Programme for Exchange of Scholars between India and China 1958-59

One Chinese scholar selected for study of Hindi Language has been placed at Allahabad University.

Reciprocal Scholarships Scheme 1959-60

(i) Three Russian Scholars have come to India for studies in Hindi and Geography.

(ii) East Germany, Italy and Yugoslavia have recommended one candidate each and admission of the candidates is being arranged.

French Fellowships Scheme 1959-61

Nominations from the French Government for three fellowships offered are awaited.

Programme for Exchange of Scholars between India and Rumania

A proposal for the award of scholarships to two Rumanian scholars for studies in Hindi in India is under consideration.

Commonwealth Education Conference at Oxford 1959

The Conference decided to institute a scheme of over one thousand scholarships and fellowships to be shared by the Commonwealth countries, India has offered 50 scholarships each year. The duration will be two years and after the first batch, 100 foreign scholars will be studying in India at any time.

General Scholarships Scheme 1959-60

Six more scholars have been selected bringing the total to 136. Of these 106 candidates have joined their institutions.

Scholarships to Bhutanese Students 1959-60

Nine scholars for school studies and five scholars for Degree/Diploma Courses have been selected. All of them have joined their institutions.

Scholarships to Sikkimese Students 1959-60

Ten candidates for school studies and five for Degree/Diploma courses have been selected and have joined their institutions.

Scholarships/Fellowships to students from South and South-East Asia etc. Countries, under the Colombo Plan

(i) 1959-61

One more candidate from Indonesia and eight candidates from Nepal have joined their institutions.

(ii) 1960-61

All the Indian Missions abroad have been addressed regarding availability of study/training facilities for the nominees of the South and South-East Asian Countries.

For Indian Nationals

Merit Scholarships for Post-Matriculation Studies in India 1959-60

Applica ions for 200 scholarships have been received and are under consideration.

Scholarships for Study of Hindi for Students from Non-Hindi Speaking States 1959-60

Applications for 110 scholarships have been received from various States except Bombay, Assam and the Punjab. Selection from the applications received will be finalised shortly.

Merit Scholarships for Studies in Public Schools 1959-60

A psychological and written test for the selection to be made were conducted in September 1959. The Central Selection Committee has started interviewing the candidates from October 1959.

Scholarships for Research in Humanities 1959-60

Application for 100 scholarships have been received and are under scrutiny.

Programme for Exchange of Scholars between India and China 1958-59

Four out of the five Indian scholars selected for study of Chinese language have left for China.

Programme for Exchange of Scholars between India and Rumania 1959-60

A proposal for study of Rumanian language in Rumania for two Indian scholars is under consideration.

AWARDS MADE BY FOREIGN GOVERNMENTS/INSTITUTIONS

French Government Scholarships 1959-60

Two of the three selected scholars left for France on 9.10.59.

Italian Government Scholarships, 1959-60

Two scholars have been selected for studies in Commerce and Economics.

Danish Government Scholarship 1959-60

One scholar has been selected for studies in Mathematics.

Norweigian Government Scholarship 1959-60

Offer of one scholarship for studies in the German language has been received and applications from Indian lecturers engaged in teaching the German language have been invited.

Imperial Relations Trust (London University Institute of Education) Fellowships, 1959-60

One of the two fellows has left for the U.K.

West German Government Scholarships 1959-60

Two candidates left for West Germany in August, 1959.

COLOMBO PLAN SCHOLARSHIPS/FELLOWSHIPS

Colombo Plan

An offer for training facilities in Statistics in Australia has been received and is under consideration.

U.N. AND UNESCO FELLOWSHIPS/SCHOLARSHIPS

U.N. Social Welfare Fellowships 1959

The U.N. has approved the five candidates out of whom award of one has been cancelled. One candidate left for the U.S.A. on 3.10.59.

Unesco Grants for Regional Cultural Studies—Offer of two Fellowships to Indian Nationals 1959

Applications for two scholarships have been invited by October 30, 1959.

Canadian Council Fellowships 1960-61

Seventy-five fellowships have been offered by the Canada Council to nationals of all countries of the world including India for post graduate study and research in that country during 1960-61. The offer has been given wide publicity and applications from suitable candidates are being invited.

UNESCO

National Advisory Committee for the East-West Major Project of Unesco

The Second Meeting of the National Committee for the Unesco Major Project on Mutual Appreciation of Eastern and Western Cultural Values held at New Delhi considered Unesco's Programme for 1959-60 on the Major Project and made a number of recommendations relating to India's participation in the Project. The Committee approved the proposals of conducting a survey of Major Projects now being carried on at the National level by the various educational institutions and the carrying out of further programmes with the co-operation of these institutions, particularly the India International Centre. It decided to publish a pamphlet describing the main features of the National Culture and prepare inexpensive visual materials on the various aspects of Indian Culture for use in Western schools. Further it decided to convene a National meeting of teachers and experts to discuss educational methods most likely to develop understanding of the cultures in different regions, organise 'East-West Week' designed to popularise and further the objectives of the project among the general public, prepare an exhibition, consisting of photographs and models on various Indian topics and one or two monographs on specific aspects of Indian Art and Archaeology, for the Western public.

Executive Board of the Indian National Commission for Cooperation with Unesco

The Ninth Meeting of the Executive Board which was held at New Delhi reviewed the constitution of the Commission and considered Unesco's preliminary proposals for the programme and Budget for 1961-62.

Pamphlet on "Education for International Understanding and Co-operation—A Unesco Project for Schools"

As a part of its activities under the Unesco Programme of Associated Schools Project, the Indian National Commission for Cooperation with Unesco has brought out the above pamphlet.

Unesco Regional Refresher Course in Sociology for Sociologists in Southern Asia

In implementation of a resolution adopted at the Tenth General Conference of Unesco, the organization is planning to hold a Regional Refresher Course for Sociologists in Southern Asia at Agra from 21st December, 1959 to 1th January, 1960. Sixteen participants from Burma, Ceylon, India, Indonesia, Malaya, Pakistan, Singapore/British Borneo Group, Thailand and viet-Nam have been invited to attend this course. The Government of India have been requested to nominate four participants to attend the course. Unesco will bear all the expenses of these participants. There is also provision for 14 additional participants who could be sponsored by the countries concerned at their expense.

Translation of Unesco Publications into Hindi

In response to the request made by the Indian National Commission for Unesco, Unesco has undertaken to pay a sum of Rs. 2370/- in connection with the Hindi translation—adaptation of the publication entitled "Education in Racial and Inter-Group Relations".

Under Unesco's Approved Programme and Budget for 1959-60 the Indian National Commission for Unesco has requested Unesco to provide adequate financial assistance for translation, etc., of publications (1) Race and Culture (In Hindi) (2) The Teaching of

Reading and Writing (In Tamil) (3) The Provision of Popular Reading Material (In Hindi) into Indian Languages.

Unesco Project on the Production of Reading Materials for New Literates and New Reading Public

In implementation of the activities during 1959, the Regional centre, Karachi, has offered a number of contracts to Institutions and individuals in India for undertaking surveys, etc. on various aspects of this project. Unesco has also agreed to give financial assistance to the extent of Rs. 9,500 to the Government of India for organizing a National Seminar for Printers and Publishers to be held at Bombay for a period of seven days, in November, 1959.

Visit of Unesco Officials

Dr. Malcolm S. Adiseshiah, Assistant Director General, Unesco and Dr. Salat, Director Unesco's Department of Cultural Activities, visited India. They met persons interested in Unesco Programmes of cultural activities and exchanged views on matters of common interest.

Unesco Fellowships

Under Unesco's Technical Assistance Programme for 1959, two Fellowship holders arrived in India in October, 1959.

EDUCATIONAL INFORMATION AND PUBLICATIONS

During the quarter under review 2910 enquiries on facilities available in various fields of education in India and abroad were dealt with. 540 visitors sought information from the Information Library. Information on 23 items was collected/revised/compiled.

Publications

The following publications have been brought out during the period under report :—

1. Report of the All-India Seminar on Physical Education for State Inspectors and university Directors.
2. A Brochure on Educational Survey of India.
3. The Education Quarterly—September, 1959.
4. Youth—September 1959.
5. Report of The All-India Seminar on Physical Education for Principals of Physical Education Institutions.
6. An Interpretation of Basic Education Principles for Kindergarten and Junior Classes of Elementary Schools.
7. The Teacher and the Parent.

1,301 copies of publications were sold at the casual Sales Depot of the Ministry during the period under report.

The Central Working Group on Education for the Third Five-Year Plan

A meeting of the Central Working Group on Education, constituted for the preparation of the Third Five-Year Plan for the whole country, was held on October, 7 and 8, 1959. The Group discussed the reports of its Committee on Basic and Social Education, Secondary Education, Administrative and financial Problems and Statistics and gave certain suggestions regarding revision of these reports for further consideration.

Educational Statistics

"Education in India—a Graphic presentation" has been published.

Scrutiny of Reconciliation of Statistics

16 Forms 'A' 17 Forms 'B' and 19 Forms 'C' were scrutinised.

In-Service Training Course in Educational Statistics

A short in-Service Training Course in Educational Statistics was conducted at the University of Rajasthan, Jaipur.

Seminar on Educational Statistics

A seminar for the supervisory officers of the universities on the standardisation of the technique and programme for the collection of Educational Statistics from

Universities will be held from 11th to 13th November, 1959, at New Delhi.

Statistical Enquires

70 Statistical enquires were attended to during the period under review.

NATIONAL ARCHIVES OF INDIA

Acquisition

21 authenticated copies of Bills of States assented to by the President, 1241 files, 283 bundles of records, a manuscript entitled "Laj Pat Rai : Recollections of his life and work for an independent India while living in the U.S.A. and Japan (1914-1917)" and a collection of personal letters of Dr. N.B. Khare, ex-Member of the Viceroy's Executive Council were received. Besides, 203 books and documents were accessioned and 600 periodicals etc. registered.

Photo-Duplication

The microfilming of records of the series "Home Judicial Proceedings" was continued and 43564 exposures were made. The microfilming of rare and precious manuscripts from the Raza Library Rampur, was also continued. Besides, 141 microfilm-reels were checked, the positives of 900 reels printed, 35 enlarged prints and 4,359 photostatcopies prepared. Photo-duplication service was rendered among others, to the Italian Embassy, the International Academy of Indian Culture, the University of California, the Gandhi Smarak Nidhi, the Asiatic Society, Calcutta, the U.P.S.C. and the Punjab State Committee for the History of The Freedom Movement.

Publication

Further progress was made in printing volumes IV VI and IX and editing the test of volume XIV of the Fort William-India-House Correspondence. The Printing of the Annual Report of the National Archives of India for 1957, the volume on Browne Correspondence and volume XI, of The Indian Archives was continued. Collection of material for the annual report of the Department for 1958 was taken up and continued. The preparation of an index to the Foreign and Political Department's records (1981-83) and the work of collecting material for the volumes on selections from educational records was continued. The printing of volume X (1792-93) of the Calendar of Persian Correspondence was completed. Revision of the typescript of volume XI (1794-95) and calendaring of volume XII (1796-97) of the series made further progress. Preparation of a list of documents found among the Persian-records in languages other than Persian and the work of providing the hand-list of the Original Persian receipts with reference were continued. Typescript of volume I of the descriptive list of the Mutiny Papers was sent to the press. 45 seals found on Persian documents of this Department were catalogued.

The Advisory Committee for Publications

The Advisory Committee for the Publication of Selections from Educational Records has decided to publish in two parts "Selections from Educational Records" relating to the period 1880-1881, and the material for the first part is ready and is being sent to the press.

Preservation

In addition to the normal repair and rehabilitation programme, the Department has brought out a brouchere entitled "Repair and Preservation of Records" which was supplied to all those interested in the subject.

Research Laboratory

Samples of tissue paper and long-cloth received from Washington and London and the Local market of Delhi respectively were tested for their suitability for repair of records and mounting of maps respectively.

Indian Historical Records Commission

The next Session of the Indian Historical

Records Commission will be held in New Delhi on 4th and 5th February, 1960.

National Committee of Archivists

The 12th meeting of the National Committee of Archivists was held at Srinagar on the 7th and 8th September, 1959 under the auspices of the Jammu and Kashmir Government.

Training In Archives Science

seven outsiders and five candidates sponsored by the Government of India Departments/State Governments were admitted to the training course, commencing from 1st September, 1959.

Research Fellowship Scheme

Four out of five candidates selected for Research Fellowships have joined and the remaining one is expected to join shortly.

Exhibition

267 visitors were shown round the Department.

At the request of Dr. Aurelio Tanodi, Director of Historical Department, Cordoba, Argentina, photo-copies of this Department were sent to him for display in the First Argentine Paleo-graphic and Archaeological Exhibition held in July, 1959.

Archival Legislation Committee

A Committee has been set up in August, 1959 to advise on the proposed Archival Legislation. The Committee is expected to make its recommendations to the Government within six months.

NATIONAL REGISTER OF AUDIO-VISUAL EXPERTS

To maintain a National Register of Research Workers/Experts in the field of Audio-Visual Education, the National Institute of Audio-Visual Education invites names for inclusion in the list.

The names with details of academic qualifications, age, nature of research done/projects undertaken may please be communicated to :

The Director
NATIONAL INSTITUTE OF AUDIO-VISUAL EDUCATION
MINISTRY OF EDUCATION
INDRAPRASTHA ESTATE, RING ROAD, NEW DELHI

NEW PATTERN OF SECONDARY EDUCATION

A Symposium

The symposium that follows does not contain mere statements of educational theory. It records the actual experience of the practising teacher, avid in making the reforms proposed in the Secondary Education Commission Report, a reality. The contributors are workers in the field, who handle the tools of reform. They tell us, where the machinery creaks and how it is to be greased, where the holes are and how they should be plugged. Thus N.C. Chanda suggests a re-arrangement of the syllabus in such a way that more time will be devoted in the top forms to the teaching of the electives. He also recommends the establishment of polytechnics for the professional training of candidates, who gain moderate proficiency in electives but fail in language subjects. The overcrowding of the curriculum is also touched upon by Indumati Bhattacharrya, who thinks that the syllabus should be lightened and the pupils encouraged to form the habit of thinking. P.C. Goswami stresses the human side. The new Secondary education should be able to produce pupils who will prove socially valuable. S.S. Awasthi takes up the question of discipline and how it can be tackled. L.P. Rajpal says that our school teachers have far more hours of work per week than their counterparts elsewhere and emphasises that the time table should be suitably modified so as to provide some relaxation for both teachers and students. It will be noted that all the contributors have referred to the crowded nature of the curriculum—too much to be got through in too short a period—in addition to the paucity of suitable textbooks. It is re-assuring, however, that none of the writers are in two minds about the efficacy of the proposed reforms.

—EDITOR

N.C. Chanda, *M.A.*, *B.T.*, Headmaster, Jalpaiguri Zilla School, West Bengal

Against the background of one-track Secondary Education leading to the door-steps of the University, the new pattern with multilateral streams as envisaged in the Mudaliar Commission Report opened up new vistas before the nation offering scopes for canalization of aptitudes and potentialities of the rising generation. The ably written Report delineating in lucid style almost all the aspects of Secondary Education from the national point of view roused high hopes in the educated section of the country. None of the previous Commissions has covered a wider area on a fact-finding mission or contacted a greater number of people in preparing a plan. Yet when the ideas were concretised and the scheme put into the hands of the teachers for introduction in schools, there was a mild surprise and some psychological hesitation at its suddenness among a section of the intelligentia. To the teachers it appeared as a challenge to their intellectual stature and sincerity of purpose as it demanded a dynamic approach to the problem and boldness of vision to start on the unbidden track. We accepted the reoriented pattern in this context, and it will be well to review the difficulties with which we are grappling

and make some observations in the light of our experience.

Teacher : The Pivot

Among the many things required for the successful implementation of a scheme if I am to choose only one my unhesitating choice would be for TEACHERS. For it is only they who can deliver the goods, equipment, text-books and even syllabus being mere instruments for their work. When the upgraded courses were introduced in selected schools in 1957 the problem of teachers could not be solved. In the meantime pay scales have been revised for teachers in West Bengal and better emoluments have been offered but acute shortage of qualified teachers still persists. After Partition, educational institutions have increased considerably to meet the needs of the State ; avenues for qualified personnel have become much wider than in pre-Independence days as a result of which many potential teachers are attracted to other brighter jobs. Further, qualified school teachers are being drawn to sponsored colleges on better pay thus depleting the already thinned flow of new recruits.

Reactions of the introduction of new scales on the working teachers need be told here. Honours Graduates and Second Class M.A./M.Sc.'s have been given the scale of Rs. 130-350, teachers of the latter category being given the initial pay of Rs. 140. This has produced a sort of psychological misgivings among the existing non-Honours graduate teachers who consider themselves as L.D.T. (Lower Division Teachers) and the others as U.D.T. (Upper Division Teachers). Teachers with higher qualifications are undoubtedly necessary but there are some teachers who by virtue of their experience and academic interest are competent to do justice to the upgraded course. Likewise mere academic qualifications of a new recruit may not ensure effective teaching work. The cross currents of professional tension and frustration in the members of the staff create problems for the Head of the institution in making a whole-hearted and concerted effort in achieving the objective. So far as my school is concerned, it has a brilliant record of results which is being used as a fillip to the old staff to keep up the tradition of the school. Yet I feel it would be well for engendering team spirit if distinction in respect of pay among teachers of the same category could be eleminated by allowing a special pay or allowance to the existing teachers. The West Bengal Education Directorate has recently taken an objective measure in organising Short Course intensive contents Training of Science Teachers to equip them for the upgraded courses with provision for a special emolument on that account. That the teachers as builders of the nation deserve special amenities and better scales of pay commensurate with other services requires no further pleading. Contented teachers free from the economic insecurity and fired with a missionary zeal are the *sine qua non* for educational progress.

Integration Needed

While piloting the course during these three years we have realised that the desired standard is certainly attainable. At the same time we feel that the upgraded course instead of starting at the top should have begun from the beginning. Some subjects taught in classes IX and X such as Social Studies, General Science, General Mathematics and Hindi may be conveniently spread over classes VI upward in such a way that more time may be available in the top forms for intensive teaching of the Electives. Similarly, Indian History and Indian Geography, should be more thoroughly and connectively taught in the mid-forms. For this purpose it is desirable that upgraded courses be integrated to the whole span of Secondary education from Class V to Class XI so that the quantum of knowledge of the educands may be measured and consistent with their physical and intellectual growth step after step and there may not be any sudden stiffening at the last stage as at present. Had this step been taken at the start, sufficient time would have been available for preparing suitable text-books and teachers for the top forms. The problem of text-books has not yet been satisfactorily solved.

Link with Higher Institutions

Although a good number of students will leave student-career after the Higher Secondary stage there should be well-defined links leading to academic and professional institutions for the well-ups. The hesitation of some Universities to open three-year Degree Courses had further accentuated the misgivings of a section of the public about the success of the scheme. If the guardians of the highest educational body of the country are loath to hail the new pattern the unknowing public cannot be blamed for their apprehensions about the future of their children.

As to the Technical Course the Board of Secondary Education, West Bengal states that students desiring to take up Degree Course in Engineering will be required to study General Engineering and Drawing, Applied Mathematics and Physics and Chemistry compulsorily and Mechanics as a fourth subject. What about the students who may not qualify for admission to Engineering Colleges and those who take up other subjects such as Building Construction, Mechanical Engineering, Radio Engineering etc.? Or, what would be the future avocations of the boys who acquire moderate proficiency in Electives but fail in language subjects? Establishment of Polytechnics with provisions for admission and professional training of such candidates is an urgent necessity as an adjunct to the Higher Secondary Multi-purpose Scheme.

Make it Really Multi-purpose

Of the seven streams detailed in the Mudaliar Commission Report my school has got three—Humanities, Science and Technical. This is the only institution in the District to have the Technical Course, most of the other Schools upgraded uptill now having got two, namely Science and Humanities or Commerce and Humanities or Home Science and Humanities. My point is that it is not possible to provide education according to the aptitudes and interest of the pupils until we have institutions with all the seven courses or have a number of institutions with different courses in close proximity in selected areas. The other alternative is to have big schools with a good number of courses and ampler hostel accommodation at subsidised rates for pupils of low income groups. Some sort of coordination among schools in different areas is called for in this respect.

Need for Concerted Action

The new pattern of Secondary Education differs from the old not only in respect of diversified courses and craft but in overall outlook and aims sought to be realised. The future citizens of free India have to be moulded in keeping with the dynamic age we are in. The objective cannot be achieved simply by raising the standard of instruction A lively ideal should permeate the whole system and situation and environment should be created in the school in which the educands may learn by doing and living. The subject-load particularly in the mid-forms is so heavy at present that it occupies the major portion of the time table leaving small scope for co-curricular activities and educational outings. But these cannot be neglected except at the risk of initiative, discipline and co-operative habits of the learners. We have accepted the challenge in earnest and are trying to give it a definite shape. It would be helpful if the Heads of Multipurpose institutions could see how the problem is being tackled in other States of India and, if possible, in other progressive countries as well.

II

INDUMATI BHATTACHARYYA, *M.A.*, *B.T.*,
Headmistress, Prabartak Nari Mandir Higher Secondary School, Chandernagore

IN PURSUANCE OF the recommendations of the Secondary Education Commission, the Government of India has been active in introducing a new pattern in the entire educational system of our country. As a result of this, tremendous changes are taking place in the existing system which have led to some difficulties in the practical field and misapprehensions and misunderstandings in many quarters.

Attendant Problems

The implications of the new reforms contemplated and put into action in the field of Secondary education are not understood even in their outline by many educators. It is needless to add that the needed equipment and accommodation to meet the ends envisaged by the reforms are not available. Specialised teaching staff is also lacking. The course of study is heavy and the period for its completion short. Besides, the students of part VIII, the products of our old pattern, are unable to cope with the new pattern, when promoted to class IX. It is suggested in the recommendations that the new pattern should begin from the age group of fourteen. But we find pupils mostly of the age group of twelve or thirteen in the practical field. At that age it is no easy task to impart the knowledge of the subjects prescribed in the syllabus. The very language and the presentation of the subject matter of the books are hard for pupils of such a tender age to understand and the teachers who teach these subjects fail to make them interesting or inspiring, as they themselves have generally an inadequate knowledge of the same. The school authorities try their best to run their institutions with the existing staff as they cannot discharge permanent teachers; and the appointments of new teachers with the requisite qualifications mean the offer of a higher salary; and even when a higher scale is offered, the teachers with the requisite qualifications are not always available, specially in mofussil schools. Sometimes in the case of elective subjects, pupils cannot have the choice according to their aptitudes, because most of the schools cannot provide teachers for every subject. Besides, great difficulties are felt in routine adjustment if too many elective subjects are chosen.

The new pattern schools require teachers who should have a good Honours or a good Master's degree without offering an attractive pay-scale. Men or women with these qualifications do not like to become school teachers. They seek jobs elsewhere; and when they cannot get one, they are forced to become school teachers. They are always after finding out a more desirable job, so that their duties in the school are to a great extent neglected, and frequent changes in the staff take place which is deterimental to the progress of studies and maintenance of discipline.

The Syllabus

Let us now turn to the syllabus. We have already said that the syllabus is too heavy and, frankly speaking, cannot be covered within the time limit. Consequently, it is hurried through in the class. The majority of students, therefore, get a very vague knowledge of the subjects they learn. Only a very few exceptionally brilliant ones may master all the subjects they are required to learn. This haphazard way of teaching has led to cramming and memorising, often encouraged by the teachers themselves to improve the examination result. This all pervading aim of success at the final examination defeats the very purpose of the new pattern; neither the teachers nor the guardians care to ponder whether the students have depth in the subjects taught or not, so long as the results of the final examination are good. None, in this vicious circle, have any time to think for a while of what the aim or ideal of education is. If education means the unfolding of inner traits which make a true man, truly speaking, no education can be imparted by teachers thus handicapped. We, teachers, do not care to educate our pupils in the strict sense of the term, the guardians do not like it, and the pupils also do not like to do anything beyond what is needed for examination purposes.

In re-patterning schools the Government has tried to solve the problem of the unilateral character of education so long adhered to by us. The outcome is the introduction of a multilateral character of education at the Secondary stage. The new scheme introduces a number of core subjects along with languages up to class VIII, and then the pupils according to their individual differences and aptitudes will select some special subjects together with a number of core subjects and languages. Thus, a student of twelve or thirteen years of age has to learn altogether ten subjects viz., first language, second language, third lauguage,

a crafts Elementary Mathematics, General Science, Social Studies, three elective subjects; and students, taking science or Technical Group, will have to take another additional elective subject.

The curriculum and syllabus makers have pointed out, in black and white in line with the directions of the Mudaliar Commission, that in teaching, a subject undue emphasis must not be laid on details ; but the broad principles and the fundamentals on which the subject is based, should be emphasised. One aim of this new pattern of education is to arouse curiosity in the child's mind, so that he may acquire knowledge without burdening his mind with miscellaneous information.

But, if we study the syllabuses for different subjects in the curriculum, we shall find that the syllabus makers have given little consideration to this important aim. Those who have actual experience of teaching our students of Secondary schools, must admit that a student cannot but overload his brain when he has to learn so many subjects, of which, in most cases, he has no elementary knowledge and consequently, no capacity to understand at such a tender age. These subjects are taught in the Intermediate course, and a great many students, even at that stage, cannot grasp the subject matter, and, consequently, have no other alternative but to cram and memorise their lessons with the help of digestives and help books.

Compulsory Craft

Again, at least one craft is a compulsory subject in class IX. A school cannot easily afford to provide more than one craft teacher, and the Board too sanctions the appointment of one craft teacher whose salary it will pay. But, can all the students have the aptitude for the same craft provided for ? A craft requires a natural inclination towards it. When this is wanting, it is fruitless for a student to learn such handwork. And it being a compulsory subject at least in class IX, and the syllabus for it being also of a varied and exhaustive nature, many students have to face difficulties in learning it. Moreover, in these hard days guardians are very unwilling to incur any additional expenses required for learning a craft. Moreover, the school authorities are hard put to it for preparing the routine of studies, for not more than one period in a week can be allotted to many subjects, though they require closer study. The lessons on those subjects, therefore, are hurried through.

The Government in re-patterning and re-shaping Secondary education has the sincere desire of making it effective. It has directed its efforts towards setting up schools introducing a diversified course of studies to enable the students to select subjects according to their individual differences and aptitudes. Moreover, provisions have been made to have a vocational bias besides the theoretical get-up which will enable a student to prosecute further studies in the subject in future. The laudable object is understood by some but not by many. The State Governments have been receiving a considerable amount of grant to give shape to the recommendations of the Secondary Education Commission, and a considerable number of schools are enjoying the benefit of these grants. Efforts are also being made by individuals concerned to give effect to the scheme.

But, in my humble opinion, it seems that this repatterning is bound to fall short of its aim if the syllabus is not lightened to the capacity of the children of fixed age-groups. The syllabus gives stress on the extensive character of education to the utter neglect of the thought-provoking side of it. It encourages book learning giving no opportunity to the students to take any initiative and fails to foster inquisitiveness. The young brain, stuffed with so many subjects, fails to use its retentive power, and the result is that not a single subject is learnt in the proper sense of the term and is likely to be forgotten, as soon as the student leaves school.

National Requirements

We should also judge the new pattern and its curriculum from a larger perspective of national requirement. In these hard days most of our students do not get ample food, they are ill-nourished or under-nourished. However, powerful a brain may be, it must

become weak when the body is famished. Our young ones also have now-a-days to struggle hard with their elders for existence and there is a thousand other things which create great disturbances ; so a student these days cannot devote himself to his studies whole-heartedly as is required.

We should also bear in mind that education at the present time is no longer class-wide but mass-wide. Wide individual differences, therefore, are bound to occur, as heredity and environments are very important factors in the field of education. Unfortunately the syllabus makers have not taken this fact into consideration, though our Government shows much consideration to this fact in many spheres of its action. Uniformity is, no doubt, enforced in a totalitarian country. But India being a democratic country, our students should have greater liberty and ampler scope to act up to their special aptitudes and inclinations.

The new pattern of Secondary education and the curriculum framed by the State Governments keep one great problem of education obscure. As the new pattern includes in its curriculum a part of the curriculum of the existing Intermediate Colleges, the academic education, thus imparted, will undoubtedly be the range of education of the future citizens of the country. The curriculum has laid stress on craft-mindedness, but why not on sports-mindedness or travel-mindedness ? Physical culture and the practical knowledge of the country and its people should be an indispensable part of our education.

In conclusion, I would suggest that periodical educational seminars be held in as many educational centres as practicable and that the published views of different participants be made available to all Secondary schools.

III

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KEEPING PACE with the progress in science and technology, the educational principles, theories and practices of a nation must also undergo changes and reforms. For, education is in the main, an instrument for training the children and the youth of the country to fit themselves to become valuable members of the society in which they have to spend their lives as adults.

Education for Socialistic Pattern

The pattern of the social order that India is aiming at, has, among other things, three main features, namely, that it should be democratic, that it should be socialistic, and that it should be equalitarian. So our educational system should be one which will make our children democratic, socialistic and equalitarian in their outlook and action.

Now as our country is poor, economic reconstruction is the primary need and we have to chalk out the course of studies in our schools and colleges in such a way that it will be possible for us to impart more and more knowledge of science, theoretical as well as applied ; moreover, we have to introduce modern methods in our agriculture and industries. At the same time we cannot ignore the human side. We must not only try to produce engineers, technicians, agricultural experts, but we must also produce philosophers, prophets ; poets or great novelists. We must remember the saying—'A training in mere science is a training of only part of a man and not of the whole man'. So care should be taken that there is not any undue emphasis on science and technology, particularly if it means a corresponding loss of stress on the humanities. Ours should be a system of education which will produce primarily a man, socially valuable with skill in science, industry, commerce, agriculture and any other field where he can prove his social utility. He will be a well integrated human being, alive to his social responsibilities.

New *Versus* Old

The traditional system of Secondary education, that was enforced during the British regime is only a preparatory stage for the University ; it is not complete in itself. It is more bookish and theoretical. Under conditions stated above, this system is quite out-moded and should be done away with at once and replaced by one which should be complete in itself, for it, necessarily marks the end of all education for a vast majority of students.

The new organisational structure provides for the introduction of a three-year degree course and upgrading the Secondary schools into Higher Secondary Multi-purpose schools. The educational ladder consists of eight years of integrated course (Basic education), four years of Higher Secondary course and three years of degree course. The pattern provides diversified courses in academic, technical and commercial streams. The concept of a multipurpose scheme is to provide an educational programme through concrete situations offering practical work and affording facilities for a variety of subjects to suit the aptitude and abilities of students in general. It aims at the all-round development of human personality. It is well-planned, logical and in keeping with the requirments of the country. While there are diversified courses with so many elective subjects, provision has been made for a common core programme consisting of Language studies, General Science, Social Studies and Elementary Mathematics. Morever, the inclusion of the craft and physical activities will considerably help the adolescent child of this stage. Provision has been made for the learning of cultural and scientific knowledge, to avoid lop-sided development.

A Beginning has been Made

In West Bengal the new scheme began to be introduced in 1957. The first batch of students is going to sit for the final examination in the coming session 1960. Ours is a Higher Secondary Multi-purpose school with three branches of studies—Humanities, Science and Technology. It was upgraded in 1957 rather all of a sudden without any preliminary spade work, so to say, and consequently we had to face various difficulties at the outset. There is no denying the fact that we, the teachers, of the school, were at first in grave doubt as to the advisability and utility of such a scheme. We even thought that it would be a total failure. At the beginning the situation was such that there were no textbooks, no workshops. Every thing was in a state of confusion. But we realise that whenever anything new is going to replace an existing system, some chaos is quite inevitable. The reaction of the people in general in the beginning to the new reform was not at all favourable.

However, in the midst of such difficulties we earnestly began to try, and within a short time, to our surprise and satisfaction, we found that the students were making satisfactory progress—and their response was unexpectedly remarkable. But still the teaching was more theoretical than practical which was due to want of laboratory equipment. Very soon we began to realise that the scheme had something in it which could create interest and give impetus to the learner. As the boys were given option to choose their courses of studies themselves, of course under the guidance of the teacher, and elected the subjects and as nothing was imposed upon them, they began to work with vigour and enthusiasm. Now when there is the facility for laboratory and other equipment, they have been seized with new zeal and endeavour. They take initiative.

In brief it can be said that the scheme is completely suitable for the students of Secondary schools. The boys can go ahead with their studies provided they are properly guided and all facilities are given.

Some Difficulties

In this connection some of the difficulties attendant on the new reforms should be noted. The first obstacle is the lack of suitable textbooks and competent teaching personnel. Laboratories are there but they are too small. Another difficulty is there with regard to the portion of the syllabus of the Electives to be covered each year : It is not well-measured. The bulk of the syllabus of the electives is to be taught in

the final year. But as the final examination is going to be held in March, the text examination is to be held sometime in December. As the school session in West Bengal begins in April, we have barely five months to complete the course with two vacations between April and November. It may not be the case in other states.

Another difficulty that confronts us is the framing of the Time Table. There are so many subjects that the maximum time needed for a particular subject is not available. Previously the school sat for five hours having generally seven periods of 40 minutes each. But now as there are practical classes, craft classes, core subjects and electives, it is found that eight periods of 40 minutes each for six days in a week are necessary to do full justice to the subjects. But this rigorous routine work is sure to tell upon the health of the students of a young age. There must be provision for compulsory tiffin system and, I believe, that the government should liberally contribute towards this. The other thing is that if the boys are to keep themselves so predominantly engaged in their academic work, how can there be time for co curricular activities, games and sports ? Of course, we have been passing through a transitional period and one can expect that things will settle down by themselves in due course. Let us hope that our experiences of difficulties will help us in finding a way out.

Evaluating the Educand

In accordance with the suggestion of the new scheme, reforms have been made in examination and evaluation also. The classroom records and attainments of students are given due recognition in the final evaluation of studies which make the classroom work smooth, real, and interesting. The maintenance of cumulative records has very recently been introduced which it is believed, will go a long way, in determining the future career of the students and in removing the present day indiscipline among them.

In conclusion, I may say that the new pattern of Secondary education that is going to replace the old one is full of possibilities ; may be, it is costly. The task is tremendous but the gain is abundant. We must give it an earnest trial and through experience and necessary modifications in the light of this experience it will be found to be in keeping with the requirements of the country.

IV

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Uttar Pradesh has its own peculiar problems relating to Secondary education. Unlike most of the other states it is wedded to the Intermediate stage in an inextricable texture. The Saddler's Commission Report, meant for Calcutta University, found its biggest exponent in the late Shri C. Y. Chintamani, the then Minister for Education U.P. The present Intermediate Board has grown into a huge body almost unmanageable. It is not only difficult but well nigh impossible to maintain the uniformity of standard in examinations when the examinees and examiners are so many in number. If the Secondary education in U.P. has to conform to the All-India pattern it has to undergo revolutionary changes, affecting to a very great extent the entire education budget of the State. But in the national interest and in the interest of Secondary education itself, Uttar Pradesh will sooner or later fall in line with the rest of the country.

It is not so important that we add XI class to the present High Schools or take away XII class from the Intermediate Colleges and add them to Universities or degree Colleges to correlate various employment qualifications with a particular stage in education. The branching off to various technical professions—say medicine, engineering, and other technologies—must take place at the successful termination of studies of XI class, and various other openings in the employment must also be available at that stage. This is a stupendous task and

must be undertaken by the government in consultation with educational experts. It is, indeed undesirable and undemocratic to deny facilities for Higher education to an anxious young man. But we can create conditions where a young man of average intelligence will take to one or the other employment or branch off to pursue special technical or technological studies instead of rushing headlong towards higher education.

The general standard in Secondary Education has gone down. There are various reasons for it. They have to be eradicated in the new pattern. Primary and pre-primary education in the present context of the country's progress must undergo a revolutionary change for the better. The lot of teachers both in Secondary and pre-Secondary schools should not only improve economically to attract the best brains to the profession but a judicious method of recruitment must also be evolved. Like the Railway Service Commission, a new Service Commission for Education consisting of specialists should be created both at the central and state levels to recruit teachers at all stages.

Let us consider the question of proper selection of candidates for professional training at the successful termination of Secondary school teaching. The Psychological Bureaus of the government that function at present are not enough. The response from our children's guardian to the suggestions given by the bureaus is poor. Hence mass scale propaganda to popularise the usefulness of these Bureaus and the soundness of their conclusions is very necessary at the government level. In the absence of the necessary public response, these psychological bureaus assume no bigger importance than the research department of a University.

Student Indiscipline

The question of indiscipline among students of Secondary schools in Uttar Pradesh has many aspects and it has been well discussed from time to time. It is true that unless the Universities and the degree colleges shake off these agitational approach, the Secondary school boys cannot easily change. The examination system must also undergo a radical change wherein, without undermining the incentive for sustained and concentrated studies on the part of the students, the teacher should have the major share in determining the result of the effort of the boys under him. It is not so relevant to reduce the size of the school as it is imperative to increase the ratio of the teacher to the taught. Personal contact is absolutely necessary. Stale criticism against the shift system has now degenerated into a mere shibboleth. For a poor country, full utilization of building and material is a necessity. We have the shift system in the biggest college of this State and it has worked smoothly for a number of years. A judicious division of work and a well-planned scheme of administration are enough to keep the institution working properly.

Another hurdle in the way of discipline among students is the monetary relationship between the teachers and students. We realize school dues and various types of fees from the boys and penalise the defaulters. We sometimes charge fees only to deposit them to the government exchequer without any appreciable return to the boys. The medical fee in U.P. is one such charge. We have to be very strict and even merciless in the realization of dues. And no aided institution can afford to be slack in this respect. But in the process of strict administration the teacher's respect is greatly damaged. His salary is drawn from the money realized from the students and on this account, he comes in for criticism. Let the government devise some method whereby this unwholesome procedure is stopped.

The future pattern of Secondary schools must resist the tendency of urbanization. Besides making changes in the syllabi and teaching technique for a rural school, the village must also be made, not only attractive, but safe. A village today is a bed of internecine quarrels. A young boy, bred and brought up in this atmosphere of strife, takes the first opportunity to opt out to city life. Moreover, Secondary schools are not available in an adequate number. If this stampede is not arrested at once it will adversely affect the agricultural profession and our rural economy.

Revive Old Traditions

The new pattern of Secondary education needs a remodelled Education Workshop. Some of our old traditions should be revived and the spirit underlying the *Gurushishya* relation in ancient India should be recaptured. The modern approach to every problem is economic and therefore agitational. I would never suggest that the economic disequilibrium characteristic of the present day is not real. But an overemphasis on the agitational aspect whether due to the apparent success of the nuisance value, or to the apathy or inability of the authorities, or to the sentimental proclivities of the agitators themselves—is bound to affect efficiency adversely. This is true in every department of human activity. The ideal is that every individual should be contented with the minimum but the state should endeavour to provide the maximum.

The teacher as well as the taught should regard themselves as partners in a common adventure for the common good. As participants in a system of education in which ethical and moral values of life are brought home conspicuously to the young minds, not by orthodox texts or traditional precepts, but by the living examples of *gurus* and the unassuming erudition of teachers. These examples should be dominant right from the Primary and pre-Primary stage and must carry young minds through all stages of education.

Students Need Sympathy

In Secondary schools, the age of the students should be given important consideration. All types of tendencies, criminal and saintly, scholarly and dull, desirable and reprehensible exhibit themselves in their primal stage. The environmental pressure and the hereditary proclivities claim their share in them. A lot of sympathy and tolerance is necessary in handling the variety of students. It is easy to inflict corporal punishment. It is easier to expel a delinquent or even to rusticate him. But it is divine to help him to regain his mental equilibrium. But where are the teachers to do the job? The new pattern of Secondary education must strive hard to recruit them if it wants to succeed. Even today we show tolerance or even mercy but under duress. We fear agitation. We yield sometimes to unhealthy pressures and thus foster false values. No Education Code or Training College can give you an insight into individual understanding. Much less can one's erudition or theoretical book-knowledge dictate the right step at any given moment. It is only a spirit of dedication to the highest principles of the profession and a gift of sympathy towards the young one under one's charge, that can help the teacher to grapple with the problem before him. The knowledge is not learnt, but earned. It is not acquired from without but it is grown from within.

It may sound rather egoistic and irrational if I cite my personal experience. I joined a private school thirty seven years back on a salary of Rs. 65.00 p.m. I am now the Principal of the biggest Intermediate College in India with about 5,200 students and get an emolument of about a thousand per month. This change was always upwards though imperceptibly gradual. It was in spite of myself. But I always claimed full enthusiasm for the teaching profession and a complete dedication to duty. Of course, I always had and I still have, a deep passion for reading and writing.

While faced with a turbulent class room or the effrontery of subordinates, or gross indicipline on the part of students, or intemperate behaviour of employers and superiors, what I did was to surrender completely to that Supreme Calmness for a while and then viewed the situation with the first impulse. I succeeded. But when my ego asserted itself and took the initiative I landed myself in difficulties.

V

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ANY PATTERN OF EDUCATION, to my mind, ought to accord the maximum opportunity to the student to develop himself. It is important that everyone concerned understands that 'education' does not mean merely imparting of instruction in the various branches of knowledge, but to develop the latent talents and qualities in a human being. The student is the central

figure, and therefore, in order to assess the value of the changes introduced in any system of education, one has to take into account the total effect of the system on the 'growth' of the student.

In connection with the understanding of the new pattern of the Higher Secondary education, one might raise three questions : first, are we producing a better quality of students now, i.e., since the introduction of the new system ? Secondly, how does the Higher Secondary student differ from the High School student ? And, finally, how does the nation benefit from the scheme of having Multi-purpose schools ?

Are We Producing Better Students ?

A direct answer to the first question cannot be given in simple, straightforward terms. The older generation might quite naturally feel that the quality of students has deteriorated. They feel that the students of today are not respectful to their elders and teachers as they used to be some twenty years ago. They think that the younger generation is losing that sense of values that the students of earlier generation cherished and practised. The common cry is, or seems to be, "what is our system of education worth if such badly behaved students are produced by it ?" The factors that govern a student's life today in India are far too many and much more complex than they were, say, even fifteen years ago. India's independence, greater contact with the West and more knowledge of Western ideas through the press and the films, greater number of people going to the Western countries for education, are some of the things that have influenced the life of our students. In many cases, even our family relationships have changed during the last decade. The institution of joint family is disappearing. Now the parents are more their children's friends, than the strict disciplinarians that they perhaps were, in the recent past. Besides, the opportunities available for the children now are vast : they have the Nursery and the experiences offered by the Kindergarten and the Primary schools are tremendous. Little infants have extremely good toys, excellent reading material etc. which were not known to their forbears. The radio has become terribly popular. All this has broadened the outlook of the child, and given him a much greater sense of awareness of things around him than perhaps his parents had in their childhood.

The teachers of today have also changed considerably, during the past decade or so. They are keen to establish friendly relations with their pupils. Today the teacher is not a symbol of terror with the old cane in his hand, but a kind and sympathetic guide. All these factors are bound to produce a different, though not necessarily a poorer specimen of student. And for this present day student, the Higher Secondary system of education, if imparted well, should afford tremendous opportunities for the development of this maturer and more alert student who comes to us.

Perhaps it would not be wrong to say, that the product of the Higher Secondary education differs from school to school. It seems that the schools that have longer traditions and perhaps charge higher fees, and pay higher salaries to their teachers, produce a better quality of students also. One would like to see all schools on a par with each other, but one cannot see how these differences between various schools can be avoided. In the United Kingdom and America where school education is free, there is equal opportunity for all below the age of 16 years, but even there, one sees a great difference in the quality of students coming from various schools. The students' background, their general level of intelligence and other similar considerations play an important part in determining the standard of the school.

The fact, however, seems that the number of good schools is small and considering the poor quality of the bulk of students who join the University, one feels rather discouraged, and may be inclined to agree with the remark of Maulana Azad made in 1955, "I think you will all agree that this (Secondary education) has till now been the weakest link in Indian Education chain....An unsatisfactory system of Secondary education undermines the entire system in the country." Secondary education is imparted to a student when he is at a most impressionable age, and a good or bad school can make

or mar his future. If all our schools fail to provide reasonably sound education, I think it is because of the various handicaps that the Schools, and in fact the entire system suffer from. One major handicap is the lack of adequate finances. The new scheme can work extremely well if enough money could be found for spacious buildings with plenty of open ground for games ; qualified teachers and specialists ought to be appointed. Private schools which have adequate funds for buildings appoint well-qualified staff. There has been rapid expansion all round in the task of providing education for innumerable children, and it is hoped that gradually the authorities will be able to pay greater attention to the problem of seeing how best the scheme can be made effective and successful.

If we are not producing a better quality of students, the fault is not with the scheme but with its implementation. During this period of transition, it seems that geater attention is paid to the problem of providing schools for the children ; it is hoped that as time passes, when we have properly qualified and trained teachers, some of the defects that we see today will be removed. I think that it will take a number of years before the new scheme, which is very sound in principle, is put into action.

The Difference

The second question may now be discussed. How does the Higher Secondary student differ from the High school student ? Perhaps we may ask, "who goes to the High School now ?" I think that those who do not get admission to the Higher Secondary school are pushed into High schools. If the admission to Higher Secondary schools is based on merit, one could quite easily say that the students of the High school are of weaker intellect. But leaving aside this consideration, the Higher Secondary has older students to deal with. They are maturer than the average High school student. The training in discipline and guidance which are needed for a student between 14 and 17 years of age can best be given at school.

Considering the ever-increasing number of students in our universities and colleges, and the consequent impracticability of establishing close and friendly relationship between the teacher and his pupil, it is important that this ought to be achieved at school. The Higher Secondary system attaches great importance to this problem. Many extra-mural activities have been introduced, which bring the students and teachers together.

If we agree with Prof. Humayun Kabir's remark on his Plan for Secondary Education 1955, that it is "On the one hand to train the large body of intermediary leaders, who are needed for the effective functioning of a state, and on the other, help to select the small band of higher leadership to guide its overall policies," I think we are moving towards that goal, by replacing the High school by Higher Secondary schools and providing a fuller, more developed and realistic syllabus.

I have had the experience of teaching in Higher Secondary school for girls and also the Preparatory students of the University, who come after passing the Punjab, U.P. or Delhi High School. I have been struck by the difference between these two groups of students. I think an average student of Class IX of the Higher Secondary school knows as much, perhaps more, than the Preparatory students would know after passing their High school examination. I have found that the latter's knowledge of History, Geography and English is very poor. The wider courses offered by the Higher Secondary education scheme, and the option to choose the elective subjects, afford a wider background for the student. They have the scope for all round development. The scheme aims at providing more avenues for students who may not have the inclination or ability to go for University education. It would no doubt help in solving the problem of over-crowded Universities, where many students seem to go because they have nothing else to do.

As the courses in the new system are substantial, a student joining the University finds himself better equipped for his work than others who come from the High School via the Preparatory class. It has been observed by many a Delhi University Lecturer, that a I or II class Higher Secondary school student is better qualified for

the Honours courses in Mathematics and Science subjects than a I class Senior Cambridge student. But the unfortunate fact is, as I have observed earlier, that the Higher Secondary schools do not maintain even a fairly uniform standard. The fault does not lie with the system, but with the schools that are perhaps unable to implement the spirit of the plan.

While I think that the courses offered under the new scheme are excellent, it would perhaps be fair to include the views of some of my colleagues who think that the Higher Secondary syllabus has been expanded too much and is beyond the ability of the students. They think that a certain amount of trimming could well be done. It is a strain, in their opinion, on a fourteen-year old to cope with three languages, Mathematics, a craft and three elective subjects either in Science or Arts. Even though they may drop one language, Mathematics, and Craft at the end of the X class, there still remains a lot to be covered at the end of the XI class.

Better Deal to Teachers

Another obvious advantage that the new scheme has over the other system is that in the Higher Secondary schools higher and better qualified teachers are appointed. In certain science subjects there are specialists to guide the students' work. It can be contended that well qualified and experienced M. As. raise the tone of the school. Better grades are offered in the Higher Secondary schools for M.A., B.Eds. But the pity is that well-qualified teachers are not always available for the posts of school teachers. Science graduates are very difficult to find. One of the reasons is that good science graduates can get far better salaries elsewhere ; because of the poor scales of pay all round, it seems that very often only those want to come to school who cannot get jobs elsewhere. Unless the authorities weigh up this problem in its correct perspective, schools will not be able to attract satisfactory teachers and the scheme no matter however good it may be, cannot bear fruit.

My experience as a teacher in England and America was that though the teachers there are not amongst the highest paid people, yet they enjoy a certain prestige in society on account of their qualifications and decent terms of service. Besides teaching, which they enjoy doing, they can spend money on cultural activities like visiting theatres, buying books and travel. In India on the other hand, a teacher can hardly ever think of enjoying these amenities. Without these basic amenities the teacher's own development remains unrounded and he is not able to do his job as well as he ought to do.

Another important point that I would like to make is, that in our schools teachers have many more hours of work per week than their counterparts in England and America. Teaching thirty three or more periods a week (six days) is a big strain. In Western countries, and in fact in some private schools in India, teachers work for only five days a week. The result is that more work is done during the five days because the two days off make the teacher and student, return to work on Monday greatly refreshed. If possible, stray holidays ought to be cut out. Instead, seasonal holidays should be given so that the student and the teacher can plan a holiday and get some work done ; they may do some planned reading or travelling. We must not think that if we teach for several periods a week and work for six days every week, we shall be able to achieve much.

Advantages of Multi-purpose Schools

The Multi-purpose schools can also be of very great value if adequate buildings, equipment and specialists can be available. Mere passing of examinations in these and other schools ought not to be the aim ; that can be done by the students by reading help-books and getting private coaching elsewhere. We want to produce complete and well developed men and women and the scheme is the excellent means of achieving our aim, provided it can be made to work satisfactorily.

If the Multi-purpose schools can be organised and run well, the country as a whole would benefit by it. Our greatest need at this time of our history, is to

provide employment after the Secondary education stage. The new scheme envisages a vocational guidance bureau in itself. As mentioned earlier, the bifurcation into Arts, Science, Pure Art, Crafts, Commerce and languages offers a wide scope for a student at the age of 14 years to decide about his future profession. On the other hand, the scheme provides opportunities for unskilled apprenticeships after leaving the school. This would naturally help students to take to the line that they may be suited for, and save themselves from the ordeal of spending three years or more at the university and unemployment afterwards.

The new scheme is a tremendous improvement on the previous system, and if sufficient thought could be given to the problems, there is no doubt that we shall have students coming out of the schools much better equipped than those who have had the High school education.

PRIVATE RESOURCES FOR EDUCATIONAL DEVELOPMENT

(Continued from page 286)

as a whole. But since the amounts contributed by government etc. have been continuously increasing, the share of "other sources" has decreased from about 10 per cent to about 6 per cent of the total expenditure.

(vii) If private resources are taken to include both the educational endowments and the *ad hoc* subscriptions etc., it s that follow these amounts have really increased from about Rs.12 to 19 crores per annum. This does not lead one to conclude that private resources have dried up. If, however, the endowments as being regular sources of income for permanent activities of established institutions are taken out, even then the available information reveals that the *ad hoc* subscriptions etc. have not decreased in amount; so that in this limited sense also the criticism against private resources having dried up does not seem to be very valid. The criticism, however, would be correct in another sense, viz., while the government is coming forward to offer more and more financial assistance on matching basis, yet the same is not possible for every voluntary organization to accept because contribution from private subscriptions etc on an *ad hoc* basis is not increasing proportionately. The latter source really becomes very significant if the income from established endowments is available only for the maintenance of the existing educational activities so that the new or developmental programmes for which government gives incentives through matching grants can be taken up only by the help of *ad hoc* subscriptions from private resources. Since the latter is really the operative aspect of the whole issue, the criticism that private resources are drying up seems to be correct. This may be becoming particularly pinching to small but growing organizations which do not have well-established endowments as regular source of income and yet want to do more and better educational work.

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GUIDANCE AND COUNSELLING IN SCHOOLS

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I THINK THAT THE TIME IS NOW WELL PAST when a pleading for the case of guidance and counselling in schools was needed. The air is now too filled with words and ideas, however ill-conceived and ill-digested, which pertain to guidance and counselling. What is still needed, however, on the part of our educational workers, especially the headmasters and teachers, is a clear understanding of the meaning of these terms and a fuller appreciation of their relationship with the whole educational process. It is the feeling of the writer that unless we all are very clear as to the meaning of these terms and understand fully their role in the total school programme much of what is being done in the direction of organizing guidance services in schools will go waste.

The present article is an attempt to clarify, in the first instance, the position of guidance in education and, secondly, to highlight some of the main features of its functioning in schools.

Guidance—A New Emphasis in Education

The position taken in this article is that 'guidance' and 'education' are synonymous terms, and that the former has been introduced only to emphasize more fully the new function of education in a democratic society. It has been adopted also because it explains more appropriately the meaning of education in a democratic set-up, and accords well with the latest discoveries in the fields of education and psychology, especially those concerning human development and human learning. It further helps to view education in the newer perspective which has arisen out of the growing complexities of human life, and which by its very nature makes newer demands on education. But what it does most of all is that it focusses the attention of all our educational workers to the new changes that are taking place in our educational system, and which, in the years to come, are bound to bring about a Copernican revolution in the organizational set-up of our education.

Before we can fully appreciate the role of guidance in education, it seems necessary that we recapitulate the new meaning of education which has been stated time and again by many writers.

It is almost axiomatic to say that the purpose of education in a democratic society is to prepare the child not only for a 'good' life but also for an 'efficient' life. From the individual stand-point the child has to be helped to develop himself morally, spiritually, intellectually, physically, socially, and asthetically so that he is able to live a life of a 'good' man. From the point of view of society especially, the child has to be helped to develop himself vocationally and civically so that he grows into an 'efficient' worker and a 'good' citizen. While on the one hand he has to be helped to develop skills which later on would ensure his place as a productive member of society, on the other he has to be helped to imbibe within him the aims and ideals which accord well with living in a democratic society.

Gap Between Theory and Practice

One may pause here for a moment and ask whether this meaning of education has ever been fully translated into practice. The answer perhaps will invariably be given in the negative. Whatever may be the reasons for if, it is an undeniable fact that there has always existed a gap between the theory and practice of education. The latter has long and persistently defined education mainly in terms of acquisition of knowledge and has emphasized intellect at the expense of the other aspects of the

child's personality. This gap was not however so strongly felt until quite recently, the reason perhaps being that education till lately was restricted to a select few and hence it was possible for the teacher to attend to the extra-instructional needs of the child also. The teacher of old reputedly was not only an instructor but also a guide. He had both time and perhaps inclination to do so. The complexities of life ever growing on the one side and the number of pupils assigned to a teacher consistently increasing on the other, made it, in due course of time, almost impossible for the teacher to perform the duties of both an instructor and a guide at one and the same time and that too completely unaided. The time has now come when education in order to fulfil its objectives stated above has necessarily to take recourse to a complete overhaul of its organizational pattern in which the curriculum and the extra-curriculum completely fuse together to provide worthwhile experiences to the child for his total growth, and the institution of a specialized service which is designed to give on the one hand systematic aid to children in solving their manifold problems which beset their path of 'growing-upness' and on the other provide expert help to teachers and others responsible for their upbringing to become ever more competent in dealing with them, which, in the opinion of the writer, should be considered as providing the basic framework of a guidance programme in schools.

Some Basic Ideas

Viewed in this light, some basic ideas about guidance come to the fore, a fuller appreciation of which is essential for a successful and effective organization of guidance in schools.

The *first* and foremost of these ideas is that guidance is an *Organized Service*, not an incidental activity of the school. It is a Service which is broad-based and has a definite purpose. Not to be identified with the curriculum itself, it does make use of the entire curriculum to achieve its objectives and in the process brings about changes in the curriculum which in themselves serve the purpose of guidance and ultimately result in a guidance-based curriculum.

The *second* important idea which emerges out of such a thinking about guidance is that it is something which should completely be *set apart from instruction* in the narrowest sense. Unlike instruction which is primarily concerned with assisting students to gain mastery of subject—matter and skills, guidance is concerned with meeting pupil needs which are vital to pupil growth in the extra-instructional spheres. And yet it helps instruction by helping pupils in these other spheres in that it makes them better adjusted pupils. How few of us seem to have realized that learning in the class-room is dependent on pupil adjustment in the more personal spheres of his life. Feelings of security and satisfaction and a sense of well-being do more than any ingenious methods devised by teacher perhaps can to make learning in the class-room really effective.

A *third* important idea which makes itself felt is that guidance is a *Specialized Service* and like other services requires the help of a specially trained staff for its proper functioning. While fully subscribing to the view that all those who are in direct touch with children have a significant contribution to make to the effectiveness of a guidance programme, it must however be admitted that the ultimate responsibility of guidance must rest with the guidance staff which by virtue of its training and specialized knowledge in the field is fully equipped to deal with problems that none other is competent to handle. Needless to say that in the highly structured society of today it is not only desirable but essential to identify functions and assign responsibility. As for education, it is clear that the educational generalist i.e. the teacher, has now to be supported and supplemented by specialists who can function "not only in individualized relationship with pupils, but will also assume the task of working with teachers and others", so that the personnel point of view may prevail. To think of the teacher as responsible for guidance work is to put guidance in the category of the 'incidental' and to impose upon the teacher a role which from all practical considerations he is unable to assume.

The specialized personnel helping in pupil guidance work may include the school counsellor, school psychologist, school social worker, child welfare worker, school physician, school psychiatrist, curriculum expert, placement worker, coordinator of school activities, the need and importance of each of which is relative to the exigencies of the situation and availability of the said personnel.

A *fourth* idea related to our thinking about guidance is that it is a service which is meant *for all.* Each child needs guidance, not only because each is bound to be confronted with problems which he is unable to solve for himself but also because each child has to be helped to develop his potentialities to the optimum. It is a mistaken notion that guidance is meant only for those who seek it. A good guidance programme reaches the entire pupil community without their asking.

A *fifth* idea which emerges out only as a corollary of the one just discussed is that guidance is a *continuous, dynamic process* and is concerned with the *whole individual.* It is wrong to classify guidance in terms of specific problems like educational, vocational and personal-social. Such classification presents a very distorted view of guidance and tends to focus the attention of the counsellor on the problem itself rather than on the person who experiences problem, that is, the child, and thus leads to a mechanical rather than a dynamic approach to the counselling process. In the opinion of the writer all guidance is personal irrespective of the fact that the problem to be solved is educational, vocational or social in character. The importance of guidance lies not so much in the solution of the problem for the child as in the help that is given to him to develop the capacity for self-direction through an increased understanding of his problem and his resources as well as limitations to solve the problem.

Counselling

That is why in most of the problem-solving situations guidance takes on the role of an *individualized service* which it renders through its special technique called counselling. *What is counselling ?* Counselling is a process in which the pupil is approached on an individual basis and is helped "to form a decision, make a choice, or find a direction at some important fork in the road such as that of planning a life career, a programme in college, a campaign to obtain employment". Counselling is thus only part of a guidance programme, a specialized aspect which deals with pupils only at problem-points. The emphasis is mainly on helping to child to make an adjustment in one of an other sphere of his life. The aim however is still developmental which in other words is to improve personal effectiveness and power of self-direction.

The writer would therefore emphasize at the risk of repetition that guidance is essentially *developmental* in character, and that it is the "strategy of guidance as a *comprehensive process* throughout the whole curriculum" which should be viewed as the proper connotation of the term guidance. It is this strategy which involves all educational personnel, pupils, parents and community services and encompasses all school activities. It is this broader concept of guidance again that impresses upon the school the imperative need of knowing and appraising "the home-school-neighbourhood press" in which children grow up in order to understand their needs and problems for guidance work. Again it is this broader concept which makes it necessary for the school to provide motivational circumstances to its pupils which while helping the child to explore and develop himself on the one hand helps the school to collect useful and reliable data about each child, on which to base the programme of further help and guidance, on the other. Guidance would be a farce if it was based on insufficient or 'unreal' data about the child. By unreal I mean data which are based on a restricted appraisal of the child's capacities—an appraisal which is done even before the capacities that are to be appraised have been allowed to show themselves and develop. Unless the school curriculum is so framed as to give each child an opportunity to explore and develop his talents to the maximum possible extent, no guidance programme can assume a scientific character even though it makes use of well-developed and scientific tools like cumulative records

and psychological tests for the assessment of the child's personality. Take the case of tests. Consider a mechanical aptitude test. A child who has never seen a lever and a pulley working in conjunction cannot by any means comprehend even the meaning of an item included in a test of mechanical ability, not to speak of doing it correctly. Test items sample the universe of the child's experience in an environment common for a given population and try to find out how best a particular child may utilize that in future by comparing the results with others of the same population. A test does not and never can work in a vacuum. A proper use of test therefore presupposes a rich and varied environment in which the abilities of the child have had a full opportunity to develop.

It may therefore be concluded that a graded programme of activities presented in the form of a series of learning experiences is the *sine qua non* of all guidance and counselling work in schools. It sets the stage for a successful guidance and counselling programme.

A Minimum Essential Guidance Programme

Having discussed the idea of guidance and counselling in schools at some length it seems now appropriate to suggest a minimum essential guidance programme for our schools. Knowing full well the handicaps with which our educational workers suffer today and the bottlenecks which they have to face we can still think of organizing guidance services in schools. "To assume that a worthwhile programme cannot be implemented with a staff or organizational pattern less than ideal would be administrative suicide. To maintain an ideal objective and to work toward it should result in an effective educational programme, provided a real effort has been made."

To start with, let us ask what sort of guidance services can be organized in schools today which would best serve the over-all purpose of guidance.

At least three types of services seem to be the need of the hour and have to be organized with a sense of urgency. They are :

(1) *The Inventory Service :*

The inventory service helps to collect all the significant information about the child which will be of assistance in understanding him and furthering his adjustment. A simple but adequate system of recording pupil data has got to be developed if a guidance programme is to function successfully. All members of the staff need to assist in observing, testing, and recording pupil data, each contributing his own share to a complete inventory of the child. A cumulative record system is a *must* for all schools.

(2) *The Information Service :*

The information service is meant to help the child to become fully acquainted with his environment. A person not well informed about his effective environment is a person moving in the dark, missing all signposts which would otherwise direct his steps in the right direction and help him avoid pitfalls and blind alleys. It is a tragedy of our school system that our children grow in complete oblivion of their effective environment with the result that they have to flounder all the way through life. A good information service is a boon to pupils. It guarantees many a successful step in their lives and definitely helps them to avoid many a wrong one.

Three major areas which can be served by the Information Service in schools are the educational, vocational and personal-social.

In the educational sphere the service may provide such information as is needed by the child to get fully acquainted with the nature and content of the school curriculum, the types of courses available, their meaning and significance to child's life in general and their implication for his later vocational plans and adjustment in particular. Other information may relate to educational-cum-training centres in the locality, the courses which they offer to the child, the fees and the period of training, etc. etc. It can never be too much emphasized that very often it is due to the lack of information about such items as given above that many a promising educational career comes to a sad end.

Information about the world of work is the next but equally important aspect of

the Information Service. It goes without saying that the more one knows about the world of work the better one would be able to plan for one's life work. Furthermore a thorough knowledge about the world of work often helps to make wise decisions about the choice of a career. The lesser the knowledge the greater are the possibilities of a wrong choice and the number of misfits increasing in the same proportion.

The third but in no wise less important sphere of child's life in which the Information Service can make a definite contribution is the personal-social sphere. Here the problems are many and of a varied nature. In an extensive survey made by Little and Chapman* to study problems about which the American youth tend to worry most during the Secondary period, brought to light as many as 19,006 such problems. When categorized they were found to fall under seven heads namely :

(1) Social Adjustment, (2) Family Relations, (3) The Use of Time, (4) The Future, (5) Personality, (6) Part time jobs and money, (7) Health.

Both from the point of view of good academic achievement and a healthy development of personality the child has to be helped to solve these problems. The information service as well as the counselling service can be of help in this regard. Much general information which can help children solve many of their problems for themselves can be provided through group guidance programmes in schools. Home-room technique is another useful device which can be made use of by most of our schools.

(3) *The Counselling Service :*

The counselling service is meant to approach on an individual basis each pupil confronted with a "difficult" problem and help him solve it. The problem may be again educational, vocational or personal-social in character.

The most common technique which is used in counselling is the interview. Interview is not, as one may think, a very easy technique to use. Psychological background, professional training and a good deal of experience are needed to become a successful interviewer.

The counsellor *has very often to make* use of psychological tests also, the administration, use and interpretation of which again *require on his part a specialized knowledge* of these counselling aids.

The counselling service therefore cannot be instituted unless a trained counsellor is available on the staff list. Until such time as one is not there the guidance services will have to be limited to the broader aspects of helping children to grow, and to the institution of an *inventory service* and an information service. The emphasis will be more on the side of reorganizing the curriculum to meet pupils' needs and facilitate the process of their total growth. The inventory service and the information service which could be organized with the help of the school staff would help in creating the *necessary climate* for guidance. For the solution of more specific problems like curricular and vocational choices help of a centralized agency like a State Bureau of Guidance or the Area Counselling Service *will have to be sought.*

Essentials of a School Guidance Service

(1) A trained *full-time* counsellor or a trained teacher-counsellor on the staff list.

(2) An adequate system of pupil assessment and recording pupil data.

(3) Library resources and materials.

(4) Room for the counsellor to hold counselling interviews and store necessary aids and materials for guidance.

(5) Provision in the school time-table for filling in pupils' cumulative record cards by teachers and for holding class talks and organising Home-room activities.

(6) Budgetary provision.

Guidance is a co-operative affair. The one person who is most important in its successful *implementation,* working and growth in school is the Headmaster because he occupies the key-position in the school and is therefore its natural leader. The staff participation in and pupil-parent appreciation of guidance services depends entirely on the kind of leadership provided by the headmaster.

* Wilson Little & A.L. Chapman : Developmental Guidance in Secondary Schools, McGraw Hill Book Co., New York, 1953.

THE CHANGING PATTERN OF AUSTRALIAN SECONDARY EDUCATION

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FOUNDED AS AN ENGLISH COLONY as recently as 1788, Australia has derived her culture and traditions largely from those of the mother-country and has based her educational institutions and curricula fairly closely on English models. During the early days of settlement, current English views on education differentiated quite clearly between the needs of the 'sons of Gentlemen' and their humbler fellows. The traditional academic education was considered desirable for the one, while for the other the purpose of schooling was explicitly moral or economic. Indeed, more than a minimum of education for the 'lower' classes was viewed with a certain amount of distrust as likely to foster unrest and undesirable social and political ambitions.

Education for the Wealthy Few

As might be expected then, in the earliest years of Australian education, Secondary education was for the very few and the curriculum was that of the English Grammar School. Instruction was given by tutors to the sons of those able to afford it, and in private and denominational schools. Its aim was to produce accomplished English gentlemen fitted to take the lead in administration, commerce and society. There was also a further aim arising from the desire, on the part of the wealthy few, for their sons to attend universities 'at home' in England. In preparation for this a formal grounding was needed, in the Colony, in subjects which would facilitate their eventual matriculation.

With the inauguration of the first Australian universities in the mid-Nineteenth Century, Higher education and training for the professions became much more readily obtainable. The discovery and exploitation during this period of valuable deposits of gold also provided an impetus to Secondary education. With the consequent influx of wealth, many more Australians found themselves able to afford an expensive 'upper class' education for their children, with a view perhaps to subsequent training for a profession. A number of the present day 'Great Public Schools', fee-charging, private or cooperate, often denominational, stemming in tradition and curriculum directly from English Public Schools, were founded at this period and during the following half century. They provided, and still provide, the traditional academic studies which lead the ablest students to the universities, as well as a selection of courses suited to the requirements of the diversity of interests and ability presented by an enrolment, the composition of which is determined by the ability of parents to pay the fees.

Meanwhile, however, developments in the organisation of Primary education were leading away from the private and denominational State control. The pattern which has emerged is that of six centralised State education systems, in whose schools are enrolled some 75 per cent of all pupils, both Primary and Secondary, a Roman Catholic school system with approximately 20 per cent, and a number of private schools, mostly denominational, with five per cent. Approximately 70 per cent of all Secondary pupils attend State schools.

Education for All

The first State High Schools appeared towards the end of the Nineteenth Century. Their function was to provide a bridge from

the Primary school to the University for children who proved themselves bright enough to be suitable for the professions. The establishment of these schools was clear evidence that Australian educational thinking was moving away from the original fear that more than a minimum of schooling for those who were not the 'sons of Gentlemen' might be disastrous. By the end of the first half of the Twentieth Century the opposite position had been reached, the belief now held is that Secondary education in some form or other is the right of every child. In the free, compulsory and secular Australian State educational system, the statutory school-leaving age has been raised to 14 years (it has reached 15 years in one State and 16 in another) and the numbers in Secondary schools have increased dramatically. This trend is noticeable in the State Secondary school enrolments since World War II :

Year	State School Secondary Enrolment	Proportion of Age Group (12—17 years)
1935	116,000	16%
1940	145,000	19%
1945	163,000	24%
1950	178,000	27%
1955	243,000	31%

Clearly, the function of the Secondary school in Australia has changed very greatly. Many of the students among the increasing numbers have neither the intention nor the ability to go on to the university and prepare for a profession. This has called for a widening and an enrichment of the traditional curriculum. Not one, but many types of Secondary education are now required to cater for a full range of human needs and abilities.

Different Types of Secondary Schools

The Australian approach to the problem of providing these different types of Secondary education has been to establish a variety of State controlled post-Primary schools, some of which offer a single course suited to a particular purpose and others, as is usually the case outside the centres of densest population, a wide range of different courses. Selection for these schools takes place at the end of the Primary course. It is based, broadly speaking, upon assessed attainments in Primary school, chiefly in English and Mathematics with some consideration given to the wishes of the children and parents. In some States the results of psychological testing also plays an important part in this transition from Primary to Secondary education.

The six State systems differ in detail but the general pattern is shown in the facilities for academic Secondary schooling provided by the oldest and most populous of them, New South Wales. In that State, education is free to the end of the Secondary stage and is compulsory between the ages 6 and 15. Secondary school is entered at about the age of 12, after six years of Primary school. An Intermediate Certificate examination is taken after three years of Secondary schooling and a Leaving Certificate examination after a further two years. This latter is accepted by New South Wales universities for matriculation purposes.

Those New South Wales schools known simply as 'High Schools' provide a five-year academic course leading to the Leaving Certificate examination. Their basic curriculum comprises English, Mathematics, a Science and History, Geography or Social Studies. Pupils may also study one or more foreign languages ; Latin, French and German are those most commonly provided, although Greek, Hebrew, Italian, Russian, Chinese and Japanese are also taught, depending on the availability of teachers and the demand from pupils. Other subjects provided are Music, Art and Needlework for girls, Woodwork for boys, and Physical Education.

For boys whose interests and abilities indicate that they will be better suited by a course which includes a high proportion of 'practical' rather than 'literary' subjects, there are several other types of High School offering a five-year course to the Leaving Certificate. In 'Technical High Schools' Latin is not taught but one foreign language may be taken, together with Woodwork, Metalwork and Technical Drawing, in addition to the core subjects of English, Mathematics, a Science, Physical Education,

and History, Geography or Social Studies. 'Agricultural High Schools' provide an introduction to the elementary theory and practice of farming occupations, in addition to the core subjects. There is also a 'Conservatorium High School' for pupils who show special ability in music and who receive instrumental tuition from teachers of music attached to the staff of the Conservatorium of music.

In addition there are metropolitan 'Junior High' and 'Junior Technical' schools with courses which extend over the first three years of Secondary schooling only. This provides for the many pupils who leave when they reach the statutory school-leaving age or after attempting the Intermediate Certificate examination. Provision is made, however, for successful students who wish to do so to continue their studies to the Leaving Certificate level.

For girls who are not suited by the traditional High School course there are 'Home Science High Schools' with a five-year non-language course leading to the Leaving Certificate. In the first year, all pupils study the same subjects—English, History, Geography, Mathematics, a Science, Music, Art and Physical Education. From the beginning of the second year two courses are provided : the general course combined with Home Science subjects and the general course combined with commercial subjects. After the Intermediate Certificate examination, six subjects are selected from English, Modern History, Economics, Biology, Geography, General Mathematics, Home Economics, Needlework and Art. There are also schools for girls which provide courses leading to the Intermediate Certificate only.

High schools in the country districts of New South Wales are Multi-purpose and co-educational, offering general academic courses with one or two foreign languages, as well as courses with less academic content. Mention should also be made of the Secondary courses provided by the State Correspondence School to meet the needs of individual pupils in far distant areas and to assist teachers in small schools who have pupils remaining beyond the final Primary class.

Preparing Scholars for Universities

The foregoing, although referring specifically to New South Wales, gives an indication of the increasing attention being paid in Australia to the needs of pupils who are not suited by the traditional classical and academic education. Nevertheless, the provision of a Secondary preparation for the universities is a very important function of Australian Secondary schools and against this background can be traced the course now followed by the academically gifted pupil who, in earlier days, would have studied the classical Greek and Latin writers, together with some Mathematics. He or she will proceed from Primary schooling to either a private school, if the parents can afford it and if they value the traditional English 'Public School' type of training offered, or to a State High School. In either case he will be offered a two-language course which will continue right through to matriculation level.

The basis of the curriculum will be English, a classical language (usually Latin), a modern language (usually French), Mathematics, a Science and Modern History. During the course the advisability of dropping one of the languages will be considered ; if this is decided upon before the Intermediate Certificate it is likely that Geography will take its place ; if after the Intermediate, it will probably be to allow a greater concentration upon the sciences.

The decision as to which language should be dropped depends, in practice largely upon whether a pass in Latin is a matriculation requirement in the universities of the State concerned. For example, in one Australian State where this is not the case, only 13 per cent of all 1955 Leaving Certificate candidates took Latin ; more than 40 per cent took French. In another State, where Latin is a matriculation requirement, 37 per cent took Latin in that examination while 25 per cent took French.

The gifted student, then, will follow a five-year academic course leading to matriculation, during which he will gain a knowledge of Languages, Mathematics, Science and the Humanities. During the later years of his course he will have the opportunity to concentrate upon one or more of these, to

some extent, and his education will be rounded out with the study of other subjects such as Music, Art and Physical Education. This is the type of course provided in the senior classes of the Secondary schools, schools which are equipped to cater for the academically gifted and have the important task of providing undergraduates for the universities.

This regard for the requirements of the universities necessarily imposes a restriction upon the range of intellectual ability which this type of school and course encompasses. They are, by intention, suited to the pupil with superior intellectual powers. As will be seen, however, it is a form of schooling which is not necessarily in conflict with the needs of a technological society ; the gifted student who concentrated upon Languages and the Humanities in his final years at school will also study Mathematics and will have taken a Science to at least the Intermediate standard. If he chooses to concentrate upon scientific or technical subjects, there is provision for him to do so, but he will also study a foreign language. For boys not so gifted academically there is the junior technical type of school, and these can lead to further training to the technician level at the State Technical Colleges which provide a comprehensive system of technical training in all Australian States.

The situation outlined above is not static. While the Australian approach to the problems arising from a philosophy of Secondary education for all does solve many of them quite satisfactorily, Australian educationists are by no means complacent about it. The pattern of Secondary education in this country is still a changing one, with a constant search being made for modifications that will render it still more effective.

Progress in English

Two boys from different schools were discussing their progress in English. Their conversation went something like this :

"We're having the indicative mood and the ablative absolution now. Ever had them ?"

"Sure. We also had the subterranean conjection."

"That's nothing. We had the double genitive and the hysterical present."

"I'll bet you never had the passionate auxiliary."

"Sure did ! We even had the spilled infinitive."

Suddenly a third boy, who was standing nearby, quietly spoke up. "At our school we have the extended recess. Ever have that ?"

—From *Scouting*

The Place of

NATIONAL CADET CORPS IN THE SECONDARY CURRICULUM

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THE N.C.C. DAY is celebrated on the first Sunday of December every year. Throughout the country ceremonial parades and route marches are conducted ; variety entertainments are held and demonstrations are given by cadets to mark the day as well as to acquaint the public with the varied activities of the Cadet Corps organization. Therefore, it is in the fitness of things that we consider here, in this issue the place of NCC in the curriculum of Secondary schools.

The NCC, as an organization came into existence in the early months of 1948, when the Government of India decided to implement the recommendations of the Kunzru Committee which was asked to draw up proposals for the establishment of a Cadet Corps in our educational institutions. During its winter session that year, the Parliament passed the NCC Act.

Aims of the NCC

The fundamental aims of the NCC are as follows :—

1. To develop character, comradeship, the ideal of Service and capacity for leadership in young men and women.
2. To provide Service Training to young men and women so as to stimulate interest in the defence of the country.
3. To build up reserve of potential officers to enable the Armed forces to expand rapidly in a national emergency.

Until 1953, the NCC concentrated its energies on giving Service Training to the cadets and so laid emphasis on the second and third objectives cited above. But it was soon felt that the youth of India were more in need of proper development of Character, Comradeship and Ideal of Service than Service Training. It was found that the unrest which characterised students' activities in different parts of the country, soon after the achievement of Independence, was due to a misconception of freedom and the values of life. Very often the violence of the outburst was observed to be out of all proportion to its alleged cause. The idle brain of the Youth of the country was found to become the devil's workshop and therefore it was felt that early measures had to be taken to improve the fast deteriorating standards of education and discipline among students.

The importance of extra-curricular activities in providing the Youth with energizing food for thought, which alone would keep them usefully engaged, was recognized on all hands. These activities which promote a variety of important educational ends, were found to be very necessary to provide students with the right type of diversion after school-hours. Their greatest value lies in their offering the pupils an opportunity to work in fields of their own choice, thereby giving less scope for them to idle away their precious time. Things voluntarily chosen are never neglected. On the other hand, they serve as the most effective means for creating a sense of responsibility and personal pride in the young minds. This finally leads to developing in the pupils a true sense of discipline. Thus, along with other extra-curricular activities, like the Scout and Guide Movement, First Aid, Red Cross and St. John's Ambulance, Dramatics, Debating, Sports and Athletics, the NCC and the ACC are recognized as Youth Movements, which strive to engage young minds constructively.

Even in the first few years of its inception the NCC became very popular. Schools and colleges pressed for more NCC Units than could be provided with and in view of the cost of the organization a simplified

form of service known as the Auxiliary Cadet Corps had to be instituted.

Auxiliary Cadet Corps

A cadet in the NCC is entitled to get free uniform and refreshment on parade days. Every year he has to attend one Annual Training Camp of 14 days' duration and one Combined Cadre and Social Service Camp of 21 days' duration. The former is generally held in the month of December or January and the latter in the summer vacation. The expenditure towards the cost of equipment, clothing, camps allowances is shared half to half by the Central and the State Governments. As all these mean much of financial commitment, the Government has to evolve a scheme much less costly and they have introduced the Auxiliary Cadet Corps as a supplementary to the NCC. The ACC cadet has to provide himself with his uniform and he is not given any refreshment on parade days. In ACC stress is laid on the motto "Service to the Country" and so the ACC cadet has to think of service before self. So the ACC Cadet sacrifices his wants for the service of his country.

Like the NCC the ACC assists in giving an all-round training. Its aims are as follows :—

1. To build up the youth mentally, morally and physically and to make them good and disciplined citizens by developing their character and capacity for leadership ;
2. To develop in them a sense of patriotism ;
3. To develop team spirit, corporate life and self-confidence and train them for social service ; and
4. To teach them the dignity of labour.

National Discipline

Though in word and form the aims of ACC seem to be different from the aims of NCC, in spirit they are one and the same. Both Cadet Corps aim at inculcating in the Cadet a true spirit of National Discipline. We must be able to understand this term, National Discipline, in the real spirit. Very often, we, NCC Officers, are made to face a question like this : "By teaching these cadets to handle arms and ammunition, do you ultimately propose to convert them into aggressive type of citizens and qualify them to wage wars ?" Any one that has the fundamental knowledge of NCC or ACC will agree with me when I say that this question is ill-founded. Before I try to answer the question, I would like to put before the reader, the definition we give to discipline and duty and show to him that they are inter-dependent. "To obey God's orders as delivered by conscience—that is duty ; to obey man's orders as issued by rightful authority—that is discipline. The foundation of both alike is denial of self for a higher good. Unless the lesson of duty be first well-learned, the lesson of discipline can be but imperfectly understood." Therefore, in the Services, when an order is given it is expected of every soldier to obey it because it is man's orders as issued by rightful authority. The soldier has to comply with it unquestioningly. But when we think of National Discipline, we do not think of this type of discipline. On the other hand it means a discipline self-imposed by the people of a nation both individually and collectively, individually it means devotion to duty, due respect for lawful authority sincerety in day-to-day dealings with others, compassionate approach to the point of view of others and rightful consideration for the ideal of service ; and collectively it means a proper civic sense and a proper understanding of responsibilities, a correct appreciation of leadership and a genuine faith in comradeship. As all these advantages can be had in Military Training, the Cadet Corps has been endeavouring to achieve its aims through it. It puts the cadet through controlled situations, when he has to reason out his point of approach, after taking into consideration all possible aspects of the problem and come to quick decision and lay out his plan of action. He thus learns first what duty is and then through duty what discipline is. He gets well-equipped to serve his country as a disciplined citizen in the time of peace. He is fit to respond to the call of the nation in the hour of need, from the second line of defence. Now, he cannot only fight in the battle, but he can fight the battle of life. He becomes a man in

the real sense of the term. Free India is in need of citizens, who are physically fit, mentally alert and well-disciplined. The history of India has given us enough proof to show that because of the lack of these qualities we have several times been losers in the battle of life. In order to preserve our freedom and maintain a dignified place in the comity of nations every youth has to make himself better disciplined and more organized today than before.

NCC aims at making the youth of the country, men and women of character through discipline, service and sacrifice. It tries to provide ample opportunities for them to exhibit their sense of duty and discipline. The Camps, which are the culmination of the year's work, are the centres of activity for the cadets, where their mettle is put to real test. They are made to realize that the secret of success lies in discipline. Getting up early in the morning as a response to Reveille and "falling in" at parade at the proper time, dressing the lines, eating food in the proper manner at the prescribed time and disbursing from the parade ground only at the command of "break-up", may seem to be regementation, no doubt. But cadets have to note that this regementation is necessary when stress is laid on the importance of discipline. That is why, to compensate this regementation in the day, competitions in games and sports and variety entertainments and dramas in which cadets exercise their free-will to participate are held in the evening and night.

Social Service—An Integral Part

Social Service is an integral part of NCC and during Social Service Camps, cadets are made to do ardous labour. Laying of roads and tracks to remote villages, constructing bunds and culverts, digging canals for irrigation, raising huts for low income groups, extending adult education to the illiterate villagers, giving medical aid to the needy, rendering relief work to the flood and famine affected people—these works are generally done by the boy cadets. The girl cadets take to teaching sanitation, hygiene, child-welfare and cleanliness. I have noticed that boys and girls have always responded to these causes as ducks respond to water. In fact it is the quality of youth to respond to such acts of sacrifice in a constructive manner. That is why NCC is felt to be the most essential of youth organizations today. In fact at present more than 1,60,000 cadets have joined NCC and more than 6,71,000 cadets have joined ACC during these eleven years of its inception. The Cadet Corpse training is very essential for students at the Secondary school stage.

In a student's life the Secondary school stage is the most flexible. The mind, if then neglected, is likely to go astray. It will be very badly in need of proper guidance and training. The main emphasis, therefore, should be on the manifold development of the youth and stress should not be merely on the development of the body. The physical, mental and moral development of the student should never be overlooked. The young mind at this stage develops the instinct to create and obey when it is assured that a proper guidance is coming forth. So, creative activities such as dramatics, singing, contributing articles to magazines ; organizing activities like conducting folk dances, and entertainments and team-work like social service, games and sports should be encouraged with studies. That is why the Cadet Corps is made an extra-curricular activity. It completes the character of a student by providing him with chances for multiplex development.

Therefore on the eleventh NCC Day, which falls on the 6th of December this year, I wish to conclude my article with an appeal to parents to shake off their age-old prejudices against such quasi-military training, the primary role of which is only educational. Joining the NCC does not commit anyone to compulsory recruitment to our Armed Forces but provides those who wish to take to active service an opportunity to do so. It does not prejudice their studies as it is very often conceived, because the training is given after school hours. It provides less scope for young men to while away their time, as it keeps their hands and brains always active and engaged. What India requires today, is a healthy mind in a healthy body. It is needless to say that NCC provides this.

SECONDARY EDUCATION FOR GIFTED PUPILS

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THE PROCESS OF LEVELLING PATENT in democracy raises the problem of how to handle the gifted child. Providing the same opportunity for all to receive education does not necessarily mean that we are giving equality of opportunity to every student according to his ability. Most experienced teachers come across many examples of lack of adjustment between the subject-requirements and the interests of the pupil. In India, for years, educational experts have been cutting up, in feverish anxiety, bits of old subject-matter, presenting it under the guise of new plans with high sounding names. No doubt the style and methods of teaching have undergone changes to some extent, but the question, however, is just what is the responsibility of the Secondary school for presenting an enriched curriculum for bright pupils ?

Attention to Bright Pupils

In most schools, it is realized that pupils who are average or slow have a right to equal attention from the teacher and that the curricula, syllabi and methods of teaching should be differentiated to meet their needs. Since students of average ability are in a vast majority in our schools, they receive the lion's share of attention. With the rapid expansion of Secondary education and the increasing number of schools, the slow pupil, who was eliminated in previous years, is making his presence felt in the Primary and Secondary schools. His ability to learn being relatively inferior, the time that is demanded of teachers and administrators for his instruction has become considerable. As for the bright pupils, they could be left to themselves, and they receive only a fraction of the teacher's attention. Being ignored and neglected in many cases, the bright and gifted pupils have often been allowed to develop habits of idleness, habits of work that result in superficial knowledge, and sometimes, attitudes of superiority, because they have been able to accomplish tasks very easily.

Duty of the Secondary School

The Secondary school has a duty in this respect : for a long time we have been educating the pupils *en masse* by precepts, suggestions and building of habits in matters of ideals and attitudes. Without making any particular discrimination, we have used these devices of instruction with the slow, the average and the rapid pupil. A country's most valuable resource is her bright and gifted children. The need today is to discover every bright pupil and challenge him to work to his full capacity, and see that he receives all the education from which he can profit. Leadership, in terms of original and creative thinking, is likely to come from those who have been endowed by nature with keen and penetrating minds, as Whipple has said "If any nation is destined to perish, it is the one that fails to provide the best educational opportunities for those who show promise of leadership".

The Secondary school will serve the bright pupil himself as well as the world, when it challenges him to work hard and to prepare himself for employment that will use his capacities to the full. If he continues merely to do "well enough", he is on the way to missing much that he might and ought to gain out of life.

Histories of Bright Children

In our collection of case histories of bright children in the school, we have many

examples of pupils who were so given to day-dreaming or to aggressive disorder in the classroom, that their teachers thought them stupid. When their intelligence was discovered and they were given work which challenged their power, the change in behaviour was often most marked. There are many instances, however, where their giftedness was discovered only after the pupil had developed such faulty habits of work and such an anti-social attitude that the school could do very little to help him or her. Looking around us in the world, we come across many intelligent adults who are futile dreamers or very discontented persons, because they have not been trained to work at tasks which would interest them to use their abilities to the full. From Child Guidance Clinics we hear of young delinquents who know that they have the ability to excel in studies, but poverty, unfavourable environment or social handicaps have prevented them from pursuing the full course of education. A pupil who is endowed with unusual talent in one specific line such as music, drama, painting or any other skill has as much need of self-fulfilment as the one whose gifts are mainly intellectual, and such a pupil may have fewer opportunities of recognition and help.

The gifted have been neglected, although teachers often see the need to do more for the brightest pupils. Nevertheless the demands made on their time by the slower pupils in the class, just do not leave them any time. A slow pupil causes the teacher more trouble than a bright pupil, and for that very reason he provides a greater challenge to the teacher.

Some teachers and administrators think it undemocratic to give bright pupils special attention, and still more undemocratic to segregate them in special classes. There are also some who object to any identification of a pupil as bright. They think that this indicates class distinction, specially when some other pupils equally bright, may be overlooked. The answer to these criticisms is that the bright pupil, in all fairness, deserves as much of the teacher's time as any other pupil. He, as well as the slow pupil, both need the opportunity and the encouragement to make the greatest possible use of their respective abilities.

Some Fundamental Considerations

In developing special educational facilities for the gifted in the Secondary school, there is need of basing these on a critical understanding of the psychological, philosophical and social foundations of education in general, and of assessing the resources of the State, the community and of the school in relation to these. Only as a result of such consideration, can the school determine its responsibilities in identifying and encouraging students with exceptional ability. What are some of the considerations underlying adequate educational programmes for the gifted in our schools ?

The ideal of education for all is to provide the most appropriate education for each pupil ; but this ideal of providing education for an increasing number of students has resulted in crowded classes in the Secondary schools, which, in turn has resulted in an emphasis on "common learnings". Thus the individual pupil has been overlooked. Education for all, if democracy has a moral and ideal meaning, should mean that the distinctive capacity of each individual pupil gets a chance of development and fulfilment. In many cases little consideration is given to special facilities for educating and helping the gifted in Secondary schools, not from indifference or lack of recognition on the part of teachers and administrators, but because of some strong objections to any special provisions being made for these pupils. Some possible arguments against special provisions for the gifted are :

(1) The schools should not devote extra efforts and resources to the development of talent, because talents will show themselves ultimately.

(2) If the schools provide each student with the basic tools of learning, the gifted pupil will be able to proceed independently to the limit of his ambition and his capacity.

(3) There is danger of creating snobs by emphasising the differences in ability among students. Schools should minimise the differences among pupils.

(4) The gifted individual should be one among others, and should share experiences and responsibilities with the group if social harmony is to be achieved.

(5) If the gifted are sorted out for special attention, the rest of the pupils may develop prejudices against them.

No doubt some gifted individuals emerge in spite of lack of recognition or special guidance, but there are many more who could develop their abilities if help and encouragement be provided to them in the school, at the correct time.

At times, even those who are against special provisions for the gifted, advocate that recognition of individual differences by providing special guidance is very necessary. Keeping in mind the known differences in the capacity, background and motivation of students, many different approaches are necessary, if equal opportunities are to be given to all the school.

It is a paradox, that educational authorities in India and in many other countries have interpreted the principle of equality of opportunity in education, correctly, in the case of children who are physically or mentally handicapped, and cannot benefit by the usual classroom instruction. However they have not extended this interpretation in the case of those students who have high ability and suffer by being dealt with in the same manner as pupils of average ability.

Too often, highly gifted pupils enter vocations whose demands can be met equally by pupils of less ability. Since we cannot ever have too many people of superior ability in our country, the Secondary school has a special responsibility in guiding its gifted pupils in making their future plans, and helping them to develop themselves to the fullest capacity for their own good and for the advantage of the society to which they belong.

Identifying the Gifted in the Secondary School

In general, there are three ways of identifying gifted pupils, by the school personnel—teacher observation, standardized tests and school records. Taking up only the first of these, the following characteristics may be suggested as a guide for *teacher observations.* Intellectually, gifted children when compared with others frequently display the following characteristics :—

A—Mental : (i) Greater ability to make logical associations, (ii) Longer attention span, (iii) Greater originality in self-expression, (iv) More initiative, (v) Deeper and more varied interests, (vi) A large vocabulary, (vii) Greater degree of curiosity, (viii) Greater ability to follow complex directions, (ix) Extensive reading for obtaining information.

B—Physical: Compared to pupils of their own age, in most cases, these children are (i) taller, (ii) stronger, (iii) healthier, (iv) physically more mature than their peers.

C—Emotional : Compared to pupils of their own age, they have a greater degree of social adjustment, possess superior mental health. They prefer to mix with older companions, and are bored when confronted with tasks that involve too much repetition or monotony. They are critical of themselves as well as of others.

Grouping Plans for the Gifted

A large number and variety of plans of grouping have been adopted experimentally, in providing education for the gifted, in school systems in the United States. In New York State, alone, there are at least five such programmes in operation. Largely as a result of growing awareness of vast differences among the general school population, schools have made their curricula more flexible. At present we do not know enough about which if any of number of methods stimulates gifted pupils to maximum achievement.

To meet the needs of the gifted, educational authorities can make special provisions in any one or a combination of the following three ways :—

(A) Retaining gifted pupils in their regular heterogenous classes, but providing them with individual opportunities for enriched experiences.

(B) Grouping students on a basis of ability rather than age.

(C) Accelerating the progress of the very able students in the conventional school programme.

While the first and third types of special provisions are attempted by many schools in India and in other countries, it is the special grouping plan which is a subject of much

controversy and discussion all over the world.

The various types of ability grouping plans for Secondary schools are listed below :

(1) *The Special School Plan*—The most extreme form of the ability-grouping plan is seen in the special schools, where the able are selected by intelligence test, and segregated. It is argued, that such an arrangement makes possible the richest kind of experience in each area. It enables students to make the maximum use of facilities, and fosters the greatest possible interaction with other students of similar interests and abilities. Such a plan is said to emphasise subjects directly related to the Secondary school student's major interests, sparing him the need of concentrating on subjects in which he has no ability or interest. It can also provide an early start on a career. (Colossal sums of money are being spent in the U.S.A. on special schools. In India we have the "Public Schools" instituted by the Ministry of Education where scholarships of merit based on selection tests of intelligence are awarded for study, to gifted pupils. Academic ability is the criterion of selection of gifted pupils in these special schools). On the other hand a type of ability-grouping has a number of disadvantages, because the student may specialize too early. Besides, complete segregation in a separate school may distort the student's perception of the world in which he is going to live, such a Secondary school may be suitable in a few areas but is not desirable for all localities.

(2) *The Complete Multiple-Track or Multi-purpose School*—A more generally accepted approach to ability-grouping is a multiple-track or Multi-purpose School Plan. A Secondary school may be divided into several sub-schools, or "groups" or "tracks", for example a "Science and Higher Mathematics Group", an "Arts Group", "Fine Arts Group", or "Commerce Group" or "Home Science Group"; these will provide for students of varied ability and interest, who will study subjects in these groups, while following a common core curriculum for all groups, to give knowledge and drill in the basic skills. High academic ability alone will enable a student to be selected for the Science and Higher Mathematics group. Meeting other requirements will place a student in the "Fine Arts Group". The use of standardized intelligence and aptitude tests is very necessary to guide the student in the choice of the correct group, at the commencement of class IX. Hence the appointment of trained Guidance Counsellors in every Multi-purpose school is emphasized, in the newly-started Multi-purpose schools in India.

(3) *The Partial Multiple Track Plan—Advanced classes :* A modification of the previous plan results in advanced classes in certain subjects. Under this plan, a student with outstanding ability in a given subject is put into an advanced class in that subject, but remains in regular classes for all his other work. This approach is an attempt to answer the critics of homogenous grouping. They argue, that gifted pupils have an opportunity to mingle with all other students in a variety of classes, but at the same time receive the stimulation and impetus to do their very best in the area of their giftedness. Special provisions for this plan can be made in the time-table, by enabling students to cover the required curricula in subjects where they show no special ability, and devote extra time and effort to those subjects in which they are specially able and interested. Thus there are a few special advanced classes in elective subjects, and in all other subjects the students are in heterogenous groups, and get opportunities of mixing with one another. This is a very useful plan, and can be tried in any of our Higher Secondary schools successfully. It combines the good features of homogenous grouping in advance classes, for special subjects with the advantages of heterogenous grouping in the remaining subjects.

(4) *Extra-Class Grouping*—A simpler approach to ability-grouping is to limit such grouping to some extra-curricular activities. Many schools in India follow this plan in varying degrees. Here, there are clubs or special after-school classes in which the gifted are given apportunities to do things which the regular programme does not provide for. Those who advocate this approach believe that the regular school teaching and learning should be as broad as possible, but recognizing that gifted pupils

need stimulation beyond that received in regular classes, they suggest that special work before or after school hours be provided. Drama, art, music, mathematics and science clubs, debates, etc. are activities for those specially gifted in these. School facilities of library, art room, science laboratories are kept open for use by students during those hours.

Which Methods of Grouping should be Adopted in our Secondary Schools?

At the very outset, it may be stated that, in addition to the Special School for merit scholars under the "Public School Scholarships" scheme of the Government of India, Ministry of Education, many more *Special Day Schools* which are absolutely free, need to be opened in the towns and cities of India, by State Governments and Local Bodies. Special encouragement to students gifted in Sciences and Mathematics, by providing them encouragement and specific guidance in these areas is highly desirable. The Bronx High School of Science run by the New York City Board is one such example of a school where highly gifted pupils selected by screening through intelligence tests are given an entirely free education. Follow-up studies of students of this school indicate how some of the top engineers, scientists and mathematicians in the U.S.A. got an early start of suitable opportunities in this school. Scholarships and other forms of aid were given to the needy among these.

As for the measures which any particular schools or school systems can adopt, there are a few questions which may be asked, before determining the type of grouping which may be adopted :—

(1) How do such factors as enrolment, school building, classrooms, specialist teachers influence the kind of ability-grouping that should be planned. In a small school, can sub-groups within the regular classroom accomplish the same thing as special classes in larger schools?

(2) To what extent must the *community* and *parents* approve of ability-grouping before it can be introduced effectively in the school?

(3) Are the attitudes developed by students who are in a Multi-purpose "Academic" group for Science and Mathematics, different from the attitudes developed by those who are in a Fine Arts or Home Science Track?

(4) Are the contacts that selected students have with the unselected in such activities as Assembly, Games, Student-Government etc. sufficient to provide them with the broad social experience that opponents of homogenous grouping for the gifted feel is so important?

(5) Where homogenous grouping of the gifted exists, should special efforts be made to mix selected and unselected students in situations where decision making is important?

To sum up, it may be said, that the question which Secondary schools in India have to face is not whether to use ability-grouping or not, but *how far* we want to go in this matter, and, in some schools how far we *can go*.

● He is only bright that shines by himself.

—*Proverb*

EDUCATIONAL REFORM AT THE SECONDARY STAGE*

THE RECONSTRUCTION OF SECONDARY EDUCATION has been one of the major tasks of the National Government since the country attained independence in 1947. Secondary education constitutes the most important link in the educational machinery because on the quality of Secondary education depends the quality of education as a whole. On the one hand, Secondary schools provide teachers for Primary education; on the other, they supply students who go to colleges and universities where the country's future leaders are shaped and trained. Besides, from those who complete their education at the end of the Secondary stage we hope to recruit our junior leaders at the 'Intermediate level.' The proper organisation of Secondary education is, therefore, particularly important in India which seeks to bring about a far-reaching social, cultural and economic revolution in the country.

Main Defects

Unfortunately, Secondary education has so far been the weakest link in our educational system. Its main defects have been analysed by the Secondary Education Commission of 1952 as follows:

"Firstly, the education given in our schools is isolated from life—. Secondly, it is norrow and one-sided and fails to train the whole personality of the student... Thirdly, until comparatively recently English was both the medium of instruction and a compulsory subject of study. Students who did not possess special linguistic ability were therefore greatly handicapped in their studies—. Fourthy, the methods of teaching generally practised fail to develop in the students either independence of thought or initiative in action—. Fifthly, the increase in the size of classes has considerably reduced personal contact between teachers and pupils and finally, the dead weight of the Examination has tended to corrupt the teacher's initiative to sterotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on wrong or unimportant things in education".

Perhaps the single most important defect from which Secondary education has suffered in the past and continues to suffer at present is its subservience to the University. As the main purpose of Secondary schools has usually been to prepare students for the university, the Secondary stage has not been complete in itself with its own well-defined objectives and scope.

Historical Background

The Secondary Education Commission of 1952 was not the first important Commission to diagnose the ills from which this type of education was suffering. For over a century several important bodies examined the problems and called attention to some of its persisting defects. A study of important historical documents such as the Woods Despatch, the Report of the Hunter Commission (1882), the Hartog Committee Report (1929), the Abbet Wood Report (1936-37) and the University Education Commission Report (1947) will reveal that the unilateral and university-dominated curriculum at the Secondary stage presented a problem that had been engaging the attention of the educationists from the very beginning.

Nevertheless, in spite of the multiplicity of Committees and Commissions no great improvement took place in the set-up of Secondary education, because the Govern-

* Part of a report submitted to Unesco Regional Seminar on Educational Reform for South & East Asia held at New Delhi in August-September, 1958.

ment of the day looked upon their recommendations as so much academic exercise and was not seriously concerned, for political and other reasons, in bringing about reforms which might give to the Indian people a really worthwhile and meaningful education. Motivated with the desire to promote a study of "European Literature and Science", deliberately excluding suitable instruction in India's past culture and traditions, and specifically designed to prepare students for the lower echelons of Government service, our secondary schools had been defective in their aims and organization from the very beginning. With the passage of time they became merely preparatory stages for university education and their subservience to the universities was further increased when the Indian Universities Act of 1904 conferred upon these institutions the power to "recognize" the schools. Secondary education thereby became ancillary to Higher education and had no independent objectives of its own.

Reforms in any well-established but defective social agency are possible only when there is the necessary will to change, backed on the one hand by irresistible social pressures and on the other by the deployment of adequate resources. Both these conditions were unfortunately lacking in pre-Independence India. As a matter of fact, the Government was unwilling to carry out any large-scale educational reform, not unjustifiably viewing the process as a threat to its own stability, and therefore adopted the expedient of stifling the popular demand for change by appointing Commissions whose indifference to the implementation of their recommendations is evidenced by the fact that they hardly ever worked out their financial implications or worried about the follow-up action on the changes they had suggested. It was only with the formulation of our national Five-Year Plan in 1951 that we had the necessary setting for carrying out major educational reforms in this country.

Secondary Education Commission

When we attained independence in 1947, the need to reconstruct the educational system according to the national requirements impressed itself urgently on the mind of the National Government. The first Commission appointed by them was the University Education Commission which was required to report on the present state of affairs in the universities and to suggest measures for reorganising university education. While this Commission made a large number of important recommendations in its special field, it also made it clear that any reconstruction of university education without reconstructing the system of Secondary education was not possible. As a result of this recommendation and also because of the great importance of the subject, the Government appointed a Secondary Education Commission in 1952 "to examine the prevailing system of Secondary education in the country and suggest measures for its reorganisation and improvement."

The Commission submitted its Report in November, 1953. Before formulating its recommendations, it concerned itself with a re-statement of the true aims and objectives of Secondary education as follows :

"India has recently achieved its political freedom and had, after careful consideration, decided to transform itself into a secular democratic republic. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook. Secondly, though rich in potential resources, India is actually a poor country at present ; a large majority of its people have to live at an economically sub-human level. One of its most urgent problems—if not the most urgent problem—is to improve productive efficiency, to increase the national wealth and thereby to raise appreciably the standard of living of the people. Thirdly, partly as a result of this oppressive and widespread poverty, there is a serious lack of educational facilities and the bulk o the people are so obsessed with the problem of making some sort of a living that they have not been able to give sufficient attention to cultural pursuits and activities. Hence there is need for reorienting the educational system in such a way that it will stimulate a cultural renaissance.

"From this necessarily sketchy analysis of the dominant needs of the present situation, it is clear that we shall have to formulate our aims with reference to these broad categories—the training of character to fit the students to participate as citizens in the emerging democratic social order; the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; and the development of their literary, artistic and cultural interests, which are necessary for self-expression and for the full development of the human personality, without which a living national culture cannot come into being. We propose to consider each one of these briefly in order to indicate their implications in more concrete terms."

The Commission then went on to make detailed recommendations on various aspects of educational reorganisation but the two most important reforms suggested by them were—(1) the reorganisation of the present Secondary stage into a self-contained Higher Secondary stage and (2) the diversification of the Secondary curriculum through the conversion of selected High schools to Multi-purpose schools.

The Higher Secondary Stage

The future pattern of education as envisaged by the Secondary Education Commission and as modified by the Central Advisory Board of Education is to be as follows :

(a) Eight years of integrated Elementary (Basic) education. This stage will generally cover the period from 6 to 14, but the last year of this stage may well be used as an exploratory year to find out the aptitude and interest of the pupil;

(b) Three years of Secondary education proper where there will be a marked diversification of courses. This will generally cover the period from 14 to 17 ; and

(c) Three years of University education after the Higher Secondary school, leading to the first degree.

The provision of an integrated eight-year curriculum is in accordance with our constitutional directive which says that "the State shall endeavour to provide within a period of 10 years from the commencement of this Constitution free and compulsory education for all children until they complete the age of 14 years." When this recommendation is implemented the present distinction between the Primary stage, the Junior Secondary or the Middle school stage, will disappear and in course of time these two types of schools will be replaced by the Elementary school of eight years duration. The organisation of a three-year Secondary stage after the age of 14 will mean that in many States where the present duration of the Secondary course is 10 years, there will have to be an extension by one year. This year will be taken from the present Intermediate stage which, under the new set-up, is going to be abolished. (The other year of the Intermediate stage will be added to the University where duration of the first degree would be fixed at three years). The new pattern of Secondary and University education has already been accepted by most of the State Governments and Universities.

Multi-purpose Schools

The conversion of a number of selected High and Higher Secondary schools to Multi-purpose schools which commenced in 1954 is another important programme which has been initiated as a result of the recommendations of the Secondary Education Commission. According to the new curriculum the scheme of studies for every Secondary pupil at the 14-17 stage will consist of two parts, namely the core curriculum and the special subjects. The core curriculum will include the study of languages, social studies, general science and one compulsory craft. A student will in addition, have to study three special subjects to be selected from amongst one of the following seven groups : Humanities; Sciences, Technology, Commerce, Agriculture, Fine Arts and Domestic Science. Excepting Humanities and Sciences and to some extent Commerce, these groups are relatively new to the Secondary schools of this country. The schools where these have been introduced are called Multi-purpose schools. Some prefer the term "multi-lateral" to "multi-purpose" since differences in the

nature of subjects groupings do not necessarily signify a difference in the basic purpose of Secondary education.

In the First Five-Year Plan the Central Government gave assistance to State Governments for the conversion of 470 schools of which actually about 250 only were converted by the end of 1956. The figure now is over 800 and at this rate the target of about 1,200 Multi-purpose schools in the Second Five-Year Plan (1956-61) is likely to be reached before the end of the period.

All-India Council for Secondary Education

The initiation of these important reforms about four years ago made it clear that in order to implement the major recommendations of the Secondary Education Commission, the country would need the services of an expert body in this field. Such a body would be necessary to review the progress made, to identify important problems and to suggest appropriate solutions. It was the awareness of this need which led in 1955 to the establishment of the All-India Council for Secondary Education. The Council which has on its staff a number of educational experts known as Field Advisers has already initiated a number of important activities to reinforce the existing programmes. Noteworthy among these are seminars, workshops and conferences for teachers and headmasters on a national and regional basis, the organisation of Extension Service Departments in a number of Training Colleges and University Departments of Education and a Project on Examination Reform.

The introduction of the new curriculum brought to the surface the need for working out suggestive syllabuses in the new subjects of which the State Governments do not often have sufficient experience. In deference to their wishes the Ministry appointed special committees to prepare draft syllabuses for the important general and special subjects of the Secondary curriculum. These have been published by the All-India Council for Secondary Education and distributed to all the State Governments, training colleges, University Departments of Education and Boards of Secondary Education. A number of authorities have organised conferences to discuss these syllabuses before formulating their own schemes of studies.

Teacher Training Programmes

According to the Secondary Education Commission, this problem has two important aspects. One of them relates to the improvement of salary scales and other conditions of service of Secondary teachers. The other relates to the training of the untrained teachers and the provision of adequate refresher courses for trained teachers from time to time.

As for the first, it is unfortunately true that salary scales have been very inadequate in the past. The Ministry of Education has always been of the view that no important reform can be carried out so long as the Secondary teacher is discontented with his economic lot. For this reason, within its resources the Ministry is assisting the State Governments in the matter and has offered to bear 50% of the increased cost for improving the salary scales. During 1957-58, when this scheme was initiated, the Centre assisted the States with a total amount of Rs. 42,61,400. The scheme is continuing during 1958-59.

The question of expanding and improving teacher training facilities has also received proper attention. In 1955-56 the percentage of trained teachers was only 59.2. As the total number of teachers in Secondary institutions is estimated at nearly 3,50,000 it meant that some 1,50,000 teachers working in Secondary institutions were still untrained. To remove this deficiency the Ministry assisted the willing States in the First Five-Year Plan in the expansion of their existing teacher training facilities and 17 States/Union Territories took advantage of this offer.

The introductoin of new subjects in the Secondary curriculum has brought a new dimension to the teacher-training problem. Some of these subjects were never taught before and therefore suitable facilities for training teachers in the new subjects had to be created. In the first Plan 13 training colleges and 10 training centres in 11 States

were assisted for the purpose.

One of the basic training problems has been that the syllabuses in the training institutions and the experiences which they provided did not adequately prepare prospective teachers for their new responsibilities. It was in order to find a solution to this problem that the Ministry of Education set up a special Committee to work out a model teacher training syllabus which could be recommended to the authorities. The model syllabus thus framed has aroused considerable interest, has been discussed in a number of seminars and workshops and is exercising its influence in the remodelling of Training College curricula.

Another important problem in teacher training relates to the absence of useful contacts between the training institutions and practising teachers. There has been a general criticism that the methods propagated by the training institutions are too theoretical and do not take into sufficient congnizance the actual day-to-day problems which a practising teacher has to face in his classroom. As a rule, teacher training inststutions have not, in the past, taken adequate interest in the problems of the practising teachers. They have thus failed to exercise the role of effective leadership in the improvement of Secondary education. It was to break this vicious circle that the All-India Council for Secondary Education has established Extension Service Departments in over 50 Training Colleges and their work has already improved the situation. Another measure adopted by the Council to meet the problem of the trained teachers has been to organise for them special seminars and conferences on important subjects, such as the reform of examinations at the Secondary stage.

The Ministry of Education is also assisting Training institutions to take up suitable Research Projects. In the past, the Training College staff has usually not taken much interest in research. Whenever they were faced with problems they generally looked to foreign literature for guidance. Apart from having an adverse effect on the standards of teaching, this failure to participate in research prevented training institutions from discovering their own solutions to educational problems. It is a matter of some satisfaction that, during the last four years, when this scheme has been in operation a large number of teacher training institutions have initiated research programmes and a survey of the progress made shows that good work is being done. During 1958-59, 29 institutions, working on 38 different projects have been assisted under this scheme.

Medium of Instruction and the Study of Languages

In most States prior to 1937, English was not only a compulsory subject at the Secondary stage but was also the medium of instruction. Generally a student was required to learn two languages—English and the mother tongue or the regional language Subsequently the medium of instruction was changed and at present in practically all States instruction is given either through the mother tongue or the regional language. English, however, continues to be a compulsory subject in practically all parts of the country.

In conformity with the psychological principle that a child learns most and best through his mother tongue, the Secondary Education Commission have endorsed the present practice according to which the mother tongue or the regional language is the medium of instruction throughout the Secondary school stage.

The provision of other languages in the curriculum, however, is a complicated question. Differences of opinion have centred round the place English and Hindi should occupy in the new set-up. With regard to English one view is that since, for the vast majority of Secondary pupils, the Secondary school is to function as a terminal point and they are not likely to have any active use for English later in life, it should not be a compulsory subject at this stage. The other view is that, since English still continues to be the medium of instruction at the University stage and is also the medium of communication between the Centre and the States and between the States themselves, it will handicap a pupil in the pursuit of his career if he does not study English at the Secondary stage. It

is therefore suggested that nothing should be done to disturb the present arrangements according to which every student is required to study English as a compulsory subject.

So far as Hindi is concerned, of all the 14 national languages scheduled in the Constitution it is the most widely spoken and its Constitutional position is defined in the following words :

"The official language of the Union shall be Hindi and for a period of 15 years from the commencement of the Constitution, English shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement." Even so, the idea that Hindi should be compulsory at the Secondary stage has not commended itself to some sections of the population. The Secondary Education Commission had noted that ".... in certain areas the introduction of the study of Hindi as a compulsory subject had provoked opposition, and steps had to be taken to modify the rules framed thereunder." The Commission also noted the reassuring fact that "when....it was made optional, study of Hindi was taken by a large number of students."

The various issues relating to the study of languages in general and to the place of English and Hindi in the Secondary curriculum in particular have been discussed at length in a number of meetings of the Central Advisory Board of Education, which is the highest advisory body on education in this country and in the Conferences of State Education Ministers. The formula regarding the teaching of languages which has been worked out after prolonged consideration and is generally accepted as a reasonable and practicable solution of the problem is reproduced below :

(a) (i) Mother tongue (ii) or regional language (iii) or a composite course of mother tongue and a regional language (iv) or a composite course of mother tongue and classical language (v) or a composite course of regional language and classical language.

(b) English or a modern European language.

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

Examinations

Examinations continue to be one of the most serious educational problems in India as in many other countries. The University Education Commission of 1948 had gone to the length of saying that if they had to suggest one single reform at the university stage it would be the reform of examination. The Secondary Education Commission shared the concern of the University Education Commission and condemned the existing system and its attendant evils in no uncertain terms.

In view of the seriousness of the situation, the Ministry of Education has from time to time formulated suggestions for the improvement of examinations and communicated them to the States for consideration and adoption. These suggestions have generally related to the improvement of the essay type of examination, the inclusion of objective type tests as part of the School examinations, introduction of cumulative record cards and the assignment of a certain percentage of marks in the final examination to the work done during the course of the year. It must be confessed, however, that by and large these recommendations have not been fully implemented and therefore have not made any real difference to the situation. In practice the traditional, ill-designed examinations still continue to determine not only the content but even the methods of teaching.

In view of the seriousness of the situation the All-India Council for Secondary Education has recently established an Evaluation Unit, staffed by well-qualified Evaluation Officers for the study of, and research in, new evaluation techniques, preparation of new type tests and approaching the whole problem from the point of view of establishing a link between carefully formulated educational objectives, learning experiences and evaluation methods. It will also be responsible for the organisation on refresher and training courses in evaluation for practising teachers.

Guidance and Counselling

The provision of diversified courses of instruction imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers. The Secondary Education Commission realised this fact and recommended the establishment of a Bureau of Educational and Vocational Guidance in every State and a Central Bureau of Educational and Vocational Guidance for the training of guidance personnel, and planning of guidance programmes and co-ordinating all the activities in this field.

In pursuance of this recommendation the Ministry of Education established a Central Bureau of Educational and Vocational Guidance in October, 1954. The Bureau has been engaged in the preparation of analytic and descriptive aids to group guidance in the classroom, writing of instructional and informative notes on guidance and counselling, organisation of training courses for counsellors and the formulation of different kinds of tests as a necessary aid to the appraisal of the individual's personality.

State Bureaus have been established in many of the States with the financial assistance of the Centre.

Textbooks

In any scheme of educational reconstruction, the problem of textbooks is both important and challenging. When the Secondary Education Commission toured the country, they carefully examined the textbooks used in Indian schools and remarked that, in general, the textbooks showed a serious lack of planning in terms of content, presentation of material and production. They recommended that the States should set up special textbook committees to look into this problem and take steps to remedy the situation.

The State Governments have shown keen awareness of the textbook problem and several of them in recent years have taken measures to nationalise the production of textbooks partially or wholly. The Government of India established the Central Bureau of Textbook Research in 1954 to help remove common defects in textbooks by undertaking research in allied problems and purveying the findings to the States and other agencies interested in the production of textbooks. As a corollary to its work, the Bureau has also undertaken studies of syllabuses in different subjects. So far, in addition to rendering advice to the States on questions referred to it, the Bureau has completed a study of the procedures followed in different States in the selection of textbooks and has developed suitable criteria for the evaluation of textbooks in some of the important subjects.

In Retrospect

This account of the reforms in Secondary education which, in most cases, have been initiated during the last four or five years, is not meant to give the impression that the problems have been solved. All that can be reasonably claimed is that a promising beginning has been made—we hope, in the right direction. The reorganisation of the Secondary stage is still in its early stages and at the rate at which we are moving it will be many years before a final picture will emerge with some clarity. We have not yet had the time to identify the main stresses and strains which this programme is likely to experience in view of the fact that the country's economy has still to develop and provide adequate opportunities for pupils completing the new "multi-purpose", vocational courses. Similarly, in the matter of examinations, or textbooks or the organisation of adequate counselling facilities a good deal of work remains to be done. The situation is further complicated by the fact that Secondary education, constitutionally speaking, is not a Central responsibility. If any reform from the Centre has to be carried out, it can be initiated only with the willing cooperation of the State Governments. In addition, there are the universities and the Boards of Secondary Education to reckon with because they grant affiliation to Secondary institutions. Each authority has to consider a suggested line of action financially, administratively and educationally in the context of its special circumstances. Naturally the rate of progress cannot be as fast as in a set-up where

things are settled and implemented centrally. On the other hand, the democratic partnership in which the Centre and the States function has its own advantages; the arrangement takes care of local factors and introduces a balance and harmony in the programmes.

While the progress during the last ten years or so may not have been as fast as the Ministry would have liked it to be, we have found the business of transforming the educational system in collaboration with the States a most exciting adventure. As a result of cooperative planning by the Government at the Central and State levels, there is a growing awareness of the fact that, unless the educational system is suitably recast, there can be no hope of achieving the democratic, socialistic and industrial goals we have set for ourselves. Actually, neither during the First Plan (1951-56) nor during the Second (1956-61) has education been allotted funds which are even remotely adequate but there is no doubt that we have had more funds to plan with than ever before. This will be borne out by the simple fact that whereas during 1946-47 i.e. just before the attainment of Independence, the total expenditure on education from all sources in the country was of the order of Rs. 205 million, in 1956-57 the country spent no less than Rs. 1,798 million on education. This represents a more than eight-fold increase in expenditure. It should also be of interest to mention that most State Governments have, during the last few years, established Planning Units in their education departments so that this work may be attended to systematically and with the care it deserves.

Perhaps the greatest guarantee that in fullness of time the reforms will bear fruit is held out by the fact that the reconstruction of Secondary education has been taken in hand not in isolation but as an integral part of the programme of national reconstruction in the social, economic, political and cultural fields. As the economy of the country expands and develops, educational reconstruction will tend to become a reality such as it has never been before.

● For the children we want to make a reality of Secondary education.... ....we want to take some of the worry and anxiety out of the choice at eleven—what's called the eleven-plus.................We want different types of schools because children are different one from another........I believe we shall be successful in this drive, and one of our means of making it successful is to make better provision for the training of teachers...........

● Now in addition to all this for children and young people we want to look after their leisure. This means in fact that we want to look after their character, because leisure comes into the making of character as much as work. Therefore we intend to encourage the improvement of the youth service, to have more youth leaders; to give more opportunities for sport; to look after the arts, and altogether to try to create that right character without which also we cannot be a great nation.

R.A. Butler, *The Listener*

NEW INSTRUCTIONAL APPROACH TO SECONDARY EDUCATION

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WHEREAS THE CHANGING PATTERN of a modern Secondary school requires more space, special equipment and suitably qualified staff by the authorities, it demands from us, the field workers, the training of the child in :—

(i) Self-Education and Independent study.
(ii) Promotion of skill through activities.
(iii) Formation of behaviours from learning experience.

The approach towards the methods of achieving the above aims has got to be changed from the prevalent system of imparting instruction if the results are to be insured.

A few tried methods which have shown encouraging results are suggested pointwise :—

Self-Education

This requires the provision of opportunities for the children to work collectively and individually on topics making fabulous use of library for reference matter. The encouragement of *assignment system* ensures favourable results.

Accordingly the teacher, after finishing a topic in a subject prepares a few questions covering the topic. She then divides the class into the same number of groups assigning one question to each group which they prepare collectively with the help of reference books and Magazines etc. (of course the chapter and the page for reference in a particular book or journal are suggested by the teacher). The prepared assignments are discussed in the class and the best of the lot gets a place on the wall magazine board for the week.

Promotion of Skill

This can be achieved through the facilities of *Club activities* for different groups of subjects. These clubs help to facilitate the development of different aspects of a subject in the form of activities which, though not compulsory for every one, definitely provide conditions for talents to be discovered. I am of the opinion that each specialised group should have a club attached to it, such as a literary club for humanities, a ladies' club for Home Science and a Science Club for Science courses etc.

I may say from experience that sincere efforts, and not necessarily funds, are required for the establishment of these Clubs. Activities such as preparation of aids like charts, models, picture cards, wall magazines and bulletin boards, arranging talks, discussions and debates, undertaking outings and excursions definitely do not need much money while the results of such activities are seen in one's own feeling of joy and fulfilment.

Formation of Behaviour

Delegation of some measures of authority in the school organisation proves very effective means of training the children for social responsibilities. To avoid the danger of the misuse of exercising disciplinary powers over the behaviour of others by a few individual prefects, the responsibility may be assigned to the "House" as one unit. Accordingly the organisation of the School is entrusted to each House (comprising students from VI-X class) in turn for one month. The work of the duty house is evaluated so as to reserve 100 marks for its attainment, keeping 50 marks for its efficiency in work, 25 marks for its own discipline and co-operation among the House and 25 marks for the introduction of new ideas for improving the tone of the

school. The last will encourage initiative. A big trophy has been set aside and the House that secures the highest mark gets the trophy which is presented in the most ceremonial manner as the biggest event of the school year.

This experiment not only inspires the students with a sense of duty but it also provides a working model of the Democratic Government in which these children are sure to make their place as useful and worthy citizens of the country.

SMILE AWHILE

A class had been asked to write an essay on "The funniest thing I ever saw."

The lazy boy of the class sat dreaming away while the other boys were busy writing. Soon his teacher went up to his desk to see his effort. It ran as follows : "The funniest thing I ever saw was too funny for words.

●

A school-teacher was stopped by a policeman for driving through a stop light which called for her appearance in traffic court the following Monday. She went at once to the judge, explained that she had to teach on Monday, and asked for immediate disposal of her case.

"So you're a school-teacher," said the judge. "Madam, your presence here fulfills a long-standing ambition of mine. You sit right down at that table and write, 'I went through a stop-sign' 500 times !"

●

The teacher was illustrating the change in position of the decimal point. He wrote 6.35 on the blackboard.

"Multiply by ten," he said. Then he rubbed out the decimal point. "Now where is the decimal point ?"

"On the duster, sir," came a quick response.

POST-WAR RECONSTRUCTION OF JAPANESE EDUCATION

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Decentralisation of Educational Administration

THE SYSTEM OF EDUCATIONAL ADMINISTRATION in Japan has changed from a situation in which almost all the control of educational functions was concentrated in the hands of the Ministry of Education at the national level, to a situation in which the control is divided among (a) agencies at the national level, primarily the Ministry of Education; (b) agencies at the prefectural level, consisting of the prefectural boards of education, governors, and the prefectural assemblies; and (c) agencies at the local level, consisting of local boards of education, mayors, town or village headmen and the local assemblies.

(1) *The Significance of the Reorganisation*: The pre-war Japanese system of education which had begun in 1872, had been developed under the control of the central government and operated by the policy of the government. The highly centralised system of educational administration had lasted more than 70 years till it was transformed into the new system immediately after the war. It should be strongly emphasised, therefore. that the reorganization of the old system of administration has a very important meaning in the history of the development of Japanese education.

The reorganization is important not only because it has changed the structure of administration, but has accomplished the democratization of the whole system of Japanese education through execution of administrative functions based on the people's own initiative in each locality.

As a result of the expeditious transfer of administrative functions from the central agencies to prefectural and local agencies, however, there arise various problems, which are considered mainly due to the transient difficulties caused by the ineffectiveness on the part of local units in their execution of administrative functions. It will take time to improve the present situation.

(2) *Criticism against the New System*:

(a) The first criticism is that the authority legally conferred upon the board of education is not compatible with that of the prefectural and local agencies in the course of the operation of the general legal system.

(b) Since the local assembly has the authority not only to lower the budget prepared by the board, but to eliminate items from the budget, the board of education is not fiscally independent. Regarding this point, the second criticism came from board members. They feel that the governor or mayor and the assembly are able to exert too much pressure and control over the budget for schools.

(c) Decentralization of control means self-control of education on the part of prefectural or local communities through their own agencies such as the secretariat of boards of education. Since the control of educational functions had been concentrated so far in agencies at the national level, there can be seen inefficiency to some extent which is mainly due to lack of leadership, shortage of specialists in making educational policies and plans, and also due to poor understanding among the people regarding the new system of administration. The third criticism confined itself to the above-mentioned inefficiency. In order to conduct fundamental research which will serve as a remedy for the situation, some prefectural and city research institutes have been established.

Improvement of the Whole School System

Since the pre-war Elementary school had

provided six-years' tuition-free, compulsory education, no structural reorganisation was necessary in the field of Elementary education. In the field of Secondary education and Higher education, the post-War structural reorganization was quite remarkable. Especially, the establishment of the new, unitary, ladder system by the 6-3-3 pattern with nine-years of tuition-free compulsory education, was a magnificient achievement in the midst of the post-War disaster. Under the same social trend Kindergartens and Nursery schools and schools for the blind, the deaf and otherwise handicapped have made great improvement.

(1) *New Unitary Ladder System*: The most significant improvement in Secondary education was the extension of compulsory attendance to include all boys and girls up to 15 years of age. The Lower Secondary school which has been newly established for the purpose, is a completely new type of Secondary school of co-education, and has considerable freedom in developing a programme in terms of modern aims of education. There have been wide-spread movements among the Elementary and Secondary school teachers for the study of philosophy of the new education, and for the revision of curriculum and teaching method.

In spite of the heavy financial burden, the establishment of new Upper Secondary schools was carried out by every prefectural and local community. The establishment of new Upper Secondary schools merged all of the existing schools into one system. Formerly there were on this level boys' Middle schools, girls' High schools, youth schools, and diverse types of vocational schools, all with distinct curricula for their own and none having any structural or curricular relationship with any of the others. Under the new system there is one Upper Secondary school system which may vary greatly in curricular type, but all offer the same 38 units national curriculum and require 85 units for graduation. Moreover strong emphasis was placed on the comprehensive school pattern so that in each local community the needs of both boys and girls might be met in the total organization of a community's school, instead of causing many to go out of their communities to get the kind of education they desired. Equal educational opportunity for boys and girls, and equal facilities for each community was the basic principle adopted in the reorganization.

(2) *Reorganization of Higher Education*: National prefectural and municipal higher institutions as well as private institutions have also been reorganized by the 6-3-3-4 pattern. In the pre-war period every prefecture had Higher institutions of various types under national or public (prefectural or municipal) control, including universities, colleges, and teacher training institutions. These institutions in any given prefecture varied in curricula, in academic standards and were independent of each other. A wide-range consolidation plan of these institutions toward four-year universities provided wider educational opportunities. Especially, normal schools were transformed and consolidated into four-year universities, having made a significant improvement of teacher education. At the same time revision of university curriculum was carried out in line with the new conception of professional training, putting emphasis upon liberalization instead of rigid specialization of curricula. Junior colleges, as two-and three-year institutions, offer semi-professional education. On the other hand, post-graduate courses or graduate schools and research institutes have been developed for the highly specialized study of various fields.

(3) *Problems of the New System*: The reorganization of the whole school system and the improvement of the contents of teaching at each level were planned in line with the general principle of democracy on the belief in and the expectation of reformative functions which a powerfully organized school system can offer. Since the modernization of schools, however, went ahead of the actual change of social life and culture, there appear and remain various problems and controversial situations.

(a) A deeply rooted impression among the public that schools can offer opportunities for the improvement of socio-economic status has strongly stimulated the desire of parents and the young to utilize more opportunity for education. Even in the pre-War period the Elementary school continued to hold more than 99 per cent. of

total population of that school age, and in the post-War period, in spite of the disastrous social condition, the Lower Secondary school enrolment came up to the same rate. Reorganization of the Upper Secondary school system also has greatly extended opportunities for continuing education. The social trend caused, on the other hand, an increased emulation toward college entrance, and a solicitude has been felt that the situation might enforce schools to come back to the old college entrance tradition, taking their freedom away in developing a programme in terms of modern aims of education. The severe emulation for college entrance comes mainly out of the fact that applicants are apt to crowd on such particular colleges as are supposed to ensure the advantageous chance of finding employments. Considering the principle of equal opportunity for education and the social need, it has been one of the most difficult problems of the school system to establish the kinds of successful relationship between Secondary and Higher education.

To admit the ever-increasing applicants the number of existing colleges and universities may not be enough. There began to appear, however, criticism regarding the number of colleges and universities and appeals for more reasonable organization of faculties, courses, and curricula, made by persons who felt the present difficult situation of the employment of college graduates and financial burdens of supporting many institutions of Higher education.

(b) Both the philosophy of democratic education and actual needs for social and economic reconstruction of the new Japan demand an effective programme of vocational education. At the prefectural and local community levels, increasing attention is being paid to providing vocational education in the Upper Secondary schools of the comprehensive type. Vocational schools which were formerly distinct from the regular secondary schools, are now fully accredited at the same level as academic-type schools. As the reorganization of vocational schools went ahead of social and cultural change, there still remains a deep-rooted attitude of making light the vocational contents of the education. Of the Upper Secondary school graduates who go into business each year, more than 50% are graduates from the college preparatory course. Boys and girls do not like to be in the vocational course. In fact most of the vocational schools or courses still remain in an inferior situation not only in teaching staff, equipments and buildings, but in social estimation. It may be said that the vocational factors, which from the point of view of democratic education are most important, have not yet received enough attention from the public.

(c) Professional qualifications have been provided for employment of teachers of all sorts of schools, and of superintendents and teacher consultants of boards of education. The improvement of qualified educational personnel for schools has been hampered by the lack of facilities and budgets for in-service and pre-service training. As a result, however, of earnest execution of in-service training in each prefectural and local school system, and of the increased number of college graduates entering the teaching profession, the situation is being improved. It has been improved especially in the city area and in economically favoured prefectures, increasing their distinction from the rural area and poor prefectures. In addition to such regional unbalance there also can be seen among teaching fields a scarcity of qualified teachers of vocational subjects and in the school for handicapped children. To maintain enough quality and quantity and even distribution of teaching personnel amounting to six hundred and thirty thousand other than that of college level, is really one of the largest problems in educational as well as social planning.

(d) A criticism has arisen especially regarding the revision of the content and method of teaching at the Elementary and Secondary level. Parents came to think that boys and girls are being developed in their social attitudes and habits in terms of democratic way of living, but not in the essential subjects. The problems seem to have their main causes in the following facts :

(i) transient inadequacy of division of functions of administrative agencies at each level regarding the curriculum building,

(ii) lack of professional leadership, experience of scientific research, and technique of reorganization of curriculum on the part of

prefectural and local administrative units,

(iii) unskilled teaching done by teachers who had been accustomed to relying upon direction from above.

Extending Educational Opportunity to Working Youth

The realization of the modern social principle of equalization of educational opportunity in Japan has come to the stage that people are considering seriously the education of the working youth.

In view of the large number of pupils who do not continue full-time schooling upon completion of the compulsory education, part-time education is an important phase of educational opportunity. This programme is being promoted through part-time Upper Secondary schools, apprenticeship training, schools within industry and correspondence courses. As full-time Secondary schools are limited to cities and the larger towns, branch part-time schools, organized around a full-time school, offer the programme of study for the working youth in rural areas applying the unit credit system on the same basis as full-time schools.

One of the most important problems which hampers the development of the education of working youth is the very small enrolment in each institute. The traditional attitude of society to maintain class and group distinctions between part-time school and full time school graduates, indifference on the part of employers to education of the youth, and the lack of substantial financial support of the public to the institutes have especially to be remedied.

Since traditional forms of schooling were not established for the working youth, there should be fundamental revision both of content and methods of teaching so as to adjust them to the actual needs of the working youth.

Provision of Teaching Materials

The reorganization of new courses of study called for a new organization of textbook materials. The new procedures of textbook publication have been established on the basic idea that textbooks could be compiled so as to meet the needs of the individual child and the local community, only through wide participation by the teachers of every school level. There has been great development of the school library and of Audio-Visual materials in every local unit. Interest in films, film strips and radio programmes has increased especially among teachers who want to make the most of their new educational freedom.

New textbooks, films, and other teaching materials are not always sufficient in stimulating the progressive classroom procedure. School libraries in many cases are set apart from the school programme and no time for use of the library except after school hours, is scheduled as a part of the school programme. These are some indications of the problems remaining behind the apparent improvement of the situation. The most important point is that both agencies, which produce these materials, and schools have not yet developed the necessary educational techniques to provide teaching materials in line with new courses of study.

When in 1872 Japan established her national system of education based on the nineteenth century western pattern, it was really a symptom of the drawing of the epoch-making progress of Japanese society from the feudalistic stage to the modern, not only in educational but in political, economic, cultural, and all social fields. The reorganization of education in the post-War period had the same meaning to Japanese society as it had in 1872. The Fundamental Law of Education in 1947 declared that the purpose of education in new Japan is "to aim at the full development of personality, striving for the rearing of the people, sound in mind and body, who shall love truth and justice, esteem individual values, respect labour, have a deep sense of responsibility, and be imbued with an independent spirit, as builders of a peaceful society and state".

To fulfil the purpose there have been continued and various endeavours in many fields of society. There can be seen, however, some social tension between the "new education" and the public. Other internal problems have also appeared. Such a situation will work, we believe, as an active factor in producing a more rational development. A successful fulfilment can be expected, as the Japanese people have already accomplished in modern history a similarly great educational reorganization.

An Integral Approach to

Teaching of Science at the Secondary Stage

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APART FROM THE CONTRIBUTION of scientists and technologists to the intellectual and cultural calibre of a nation, India today is in dire need of them in view of the heavy industrialisation programme envisaged in our Five-Year Plans to achieve economic self-sufficiency. The importance of this is evident from the latest resolution on the scientific policy of the Government of India as well as the opening of a chain of Institutes of Higher learning and research in the allied subjects in this decade.

The Prime Objective

Except for the general decline of the nation during some periods of history, India has had an honoured place for science always and even during the last hundred years, she has produced some notables, of whom we can justly be proud. But the prime objective of school science teaching today has to be the ability to provide a training ground for a number large enough to man all the research and teaching assignments alongwith jobs in industry. Also their quality has to be improved so that they gain the required capacity to tackle problems independently rather than merely record the data or maintain the plants in operation and also to build up a fund of research to be drawn upon in future.

As for the training of well-informed citizens, it would be an easy bye-product, once a scientific climate is created by creative workers in the field. Also the value of science in producing a scientific attitude is not exclusive, for the attitude depends not so much upon the subject as upon the method of teaching any subject. However, science being the native field, its inculcation can be more effective in this medium and it should be the job of an educationist rather than that of a science teacher to keep a right balance between the different subjects.

Current Trends

All those who are concerned with the teaching of Science are becoming conscious of this great role expected of them and there is a lot of thinking going on to meet this challenge efficiently. However, to the author's mind, one unfortunate development in regard to this thinking is its unconscious drift along lines which might lead us into the same anamolous position from which the more advanced countries are finding it difficult to extricate themselves.

To give an instance, an increasing attempt is being made to bring in more and more application of a subject to everyday life in class room teaching in pursuance of the educational maxim that educational receptivity is in direct proportion to correlation between the learning experiences of the child in the school and life in general and this is particularly true in the case of Science. In itself, this tendency is really progressive. But we must keep in mind that it would be a major disaster to our objective of producing pioneers in the field of science and industry, if this was done at the cost of principles of the subject, which situation might arise in case a choice had to be made between the two in future to take stock of the bulky syllabus.

These types of situations arise in regard to science teaching in particular and education in general in other countries too and it is right for us to decide upon a balanced integral approach to the subject rather than put particular emphasis on one aspect in the light of its immediate results.

Complementary Processes of Scientific Evolution

Before trying to evolve such an approach it is essential to examine from a historical point of view the major tendencies in the progress of Science. In the words of Dr. K.S. Krishnan, they could be summarized as below :—

(a) the rapid accumulation of new knowledge and the expansion into new unexplored territories tending to make science more extensive and more complicated.

(b) the integration or synthesis or consolidation that goes on side by side tending to make the sciences simpler and more comprehensive.

For the obvious reason that a single striking observation may open new and almost limitless vistas, the process of integration has not been able to keep pace with the process of expansion. The result has been that we have today larger and larger specialization, and integration of the type that will simplify large branches to a single unit is a rarity which is most unfortunate.

The Approach

Now it is the process of consolidation that has kept up the essential coherence and unity of science through its entire history, even though its impact has been strikingly felt only during the last fifty years or so because of virtual revolution in Physics and that also in the field of research only, leaving the field of teaching almost untouched. The only justification for an almost exclusive concentration on the first process in matters of teaching and research so far has been its immediate usefulness in the form of applications. Now again, there is an increasing consciousness of the importance of the latter because of the 'Sputnik Race' and teaching programmes are being geared to achieve a balance between the two. As such, it is suggested that our approach to teaching science in schools should be framed so as to provide a proper balance between the analytical and synthetic aspects of science. To achieve this, it seems best not to break the subject into very rigid sub-divisions but treat it as a whole, even though it might apparently seem a contradiction of the famous educational maxim advising not to give too much at a time.

The Method

To translate this approach into working methods, it would be advisable to treat students studying general science and specialist science at the Secondary stage separately. General science could be taught in psychological units rather than topical units and that direction is already visible in progressive teaching. As for specialist science, the problem is rather complicated in view of the large syllabus.

A method in the form of teaching a subject as principles and applications rather than separate topics is being advocated by the Physical Sciences Study Committee of the U.S.A. and seems to be almost the right thing. It is however in the experimental stage and we have to wait for the results before thinking of its wider application in our country. Also it would mean a major revision of textbooks, syllabus and the whole purpose of Secondary school science for which we have to have a scientific climate, not yet available in our country. A similar method modelled on the courses of Planck & Rubens, tried at the Postgraduate level in Calcutta University failed for administrative reasons. As such we have to wait for the ripe moment for such a major step, although something similar has to be done sooner or later.

To the author's mind, the method that will suit the present situation of science teaching in our country is to aim at a wider and larger correlation between the topics from the synthetic as well as analytical aspects.

The synthetic aspect of correlation is meant to connote an introduction of the topic through a historical bias laying particular emphasis on the principles known at the time when a principle was enunciated and also the loop-holes on which a subsequent revision was based to bring the same to the form under study. This would help in creating a knowledge of the scientific method, an appreciation of the patient enquiry needed, a deep regard for the

savants of Science and above all it would throw light on the links that connect principles with the fundamental concepts and the topic under study with the working rinciples leaving enough room for imagination in regard to any further possibilities that might arise or that are already known but not included in the school syllabus.

By the analytical aspect, is meant the explanation of the connecting links between the topic and its applications in everyday life, in science as well as in engineering and also its deduction with sufficient rigour, at least for brighter students, from the general principles like Conservation of Energy with particular emphasis on bringing out the conditions under which a particular working rule holds. For example the validity of ohm's law is falsified for transients, steady currents being an explicit assumption in its deduction from the principle of conservation of energy.

In the laboratory these would mean an appreciation of the value of improvised working apparatus and its link with the clear understanding of fundamentals and an essential knowledge of the order of accuracy of an experiment rather than the mere application of standardized formulae to standardized apparatus in a routine lifeless manner.

Conclusion

It is not as difficult, as it might seem in the first appraisal, even though difficulties would be there. We have to make it effective by tailoring the approach to the mental level of the students in the initial stages and raising it to bear the full force of the method only gradually. A lasting interest has to be created by presenting a topic through a variety of media depending upon the resources and time in addition to the creativity we put into the teaching of our subject.

It essentially involves only a change in our mental attitude and demands greater ability. The first is the responsibility of the profession and the sooner, we teachers realize it the better it is. For the second an efficient feed-back arrangement between the universities and the school teachers is essential, and that should be the first item of any programme aiming at the improvement of school science.

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SECONDARY EDUCATION—A VITAL STAGE

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EDUCATION IS A CONTINUOUS CHANGING PROCESS. It does not merely help to explain the present but prepares and creates conditions which will enable the future generation to adjust to the new forces working for progress. Therefore education has to be dynamic. In this modern rapidly changing society the task of education has become not only very difficult but more responsible. Today the whole burden of education of a child has been thrust on eduational institutions. His home and community falsely believe that it is no concern of theirs to educate the child but the whole responsiblity lies with the school and university. The next problem which gives great importance for educationists to think more seriousty is the result of rapid progress in all fields of technical science. The results have been that the traditional and cultural values have been rapidly set aside whereas the new values whose validity is still in question find footing in the society. Further, during these 50 years the content of knowledge has increased enormously and is increasing at a terrific speed. This confronts the educationists with the question how and by what methods knowledge can be imparted so as to make the child properly acquainted with the modern world. Another factor which is both helpful as well as difficult for the educationists to control is the modern mass media of communication such as film, radio, television, newspapers, magazines and cheap printed materials in the form of comics. Last but not the least the modern age with its modern inventions, mass media of communication and other activities have brought the world and its cultures together. This has led to influx of different cultures, the ideas and way of life of one country influencing the other. In India, this impact of different cultures and ideas has to be viewed with caution and care for our traditional culture is ancient and deep-rooted. Any sudden uprooting of this culture will lead to instability and our growing children will be left without any moorings. Neither could we set ourselves against this impact and get destroyed. It is, therefore, very essential for an educationist to evaluate the traditional rules in their proper perspective and explain them to the younger generation. Educational institutions alone cannot undertake this difficult task. The home and society should also go in hands.

An Important Link

The Secondary stage of educa'ion is not only a vital but a most important link between the Primary and the University stage of education. It is vital because the most important period of child's life and years are all covered by this stage of education. Secondly this period of development (Secondary stage) passes through the critical period of the child's adolescence. It is a period of a child's life when the child is formative and sensitive to everything, imbibing ideas, forming habits and adopting cultural values. The schools should therefore consider very seriously all their activities and programmes for the benefit of the child's mind. Problems of providing a varied curriculum, scope for self-expression and the like arise through various responsible activities. Teachers, parents, and the community have also to study and help the child to meet his problems of adolscence. No doubt a teacher occupying the particular position he does could guide and help the home and community.

Complete Education

The second factor that makes the Secondary stage of education important is

that this stage of education is going to be a complete education for the majority of our student population in India. This means that teachers should discover the aptitude, capacity, inclination and the interest of the child and accordingly provide him with the necessary facilities and thus enable him to complete his Secondary education in a manner that the pupil is able to stand thereafter on his own and earn his living. Schools should have guidance services and at the same time capable teachers who could understand and help the needs of the child. Further this would require varied school programmes and many electives from which the child should be able to chose. It will also be necessary for the schools to provide facilities for physical education, games as well as co-curricular and extracurricular activities like Art, Painting, Hobbies, Drama etc. which will foster the creative urge in the child. Education at the Secondary stage should also be such as to instil a spirit of leadership among youth, in addition to equipping them for higher University education. The Secondary stage should also provide general education, with special facilities to enable the child to probe into the various fields of educational interest to which he is attracted. Teacher training programmes, methods of teaching, school administration, the curriculum and all other allied factors should be considered from the point of view of the ends in view. A few special features may now be taken up for discussion.

School Administration

The administrator of a school has to keep the school programme dynamic. His personality should be such as to radiate enthusiasm among teachers, so that new ideas and experiments may be carried out without a hitch. While rules and regulations are necessary, they should not be so all-powerful as to curb the freedom of the school administrator. He should be encouraged to introduce new methods and reforms. The task before the school administrator is so colossal that unless he has the requisite freedom, he will not be ab'e to cope with it. The parents and the community around should keep in close touch with him, the school, its activities and its programmes. Knowledge of the conditions at school will greatly help parents in giving the right type of training at home, for without cooperation between the home and the school, the child's growth will be one-sided. Free and compulsory education at the Primary level will inevitably lead to overcrowding at the Secondary stage and this, in its train, will bring attendant problems. Individual attention to each child automatically will become limited. And, therefore, the opening of more Secondary schools will be necessary. The shift system will also not be useful. The school administrator has to anticipate these problems and arrange his school programmes thoughtfully.

Curriculum

In framing the curriculum, attention should be given to the fact that the modern child must have a basic knowledge of the developments in the field of Science and Technology. General knowledge should be encouraged. Subjects like Social Studies and Elementary Science should be included in the curriculum. As the child advances, more and more attention should be devoted to specialising in one branch of study. The child's educational experience at the Secondary stage should be such that it should be possible for him to decide what course he can take at the University stage.

Physical education should be given equal importance, with facilities for outdoor and indoor games, co-curricular activities, like play-acting, elocution, etc. The latter will encourage self-expression. Excursions, games and the like will inculcate a sense of responsibility in the pupil and, therefore, cannot be ignored. All this, no doubt, makes the school programme very crowded, but that is a price which must be paid. It would be a good thing if those in change of framing the school curriculum could sit down together and analyse the curriculum in such a way as to avoid needless repetition. It may be possible to frame the curriculum of both Primary and Secondary education together, so that the burden can be equally shared at both these levels and a continuity is established between

them. The separation of education into categories, like Primary, Secondary or University, should not be taken as water-tight compartments and programmes at each stage should be judiciously linked.

Surrounding Climate

The Five-Year Plans are enlarging human activity in several fields. The Secondary child today is surrounded by a fast changing society. He finds himself bewildered by the changes around him and is at a loss as to what values he should adopt as the basis for his behaviour. If left in this state, indiscipline will result. To avert this, it is not only the teacher who has to understand the inner springs of the child's personality, but also the parents and the community, who should all join together in building up the wholesome interests the child shows, so that they can be expressed through profitable channels.

Modern experimental psychology has put at the disposal of the teacher valuable matter to help him understand the children and build up a very congenial classroom climate. Exchange of ideas in educational methods, in framing curriculum, in administration as well as in the several activities for school children throughout the world make the jobs of the Secondary teacher not a mere burden but also an interesting and lively adventure. This should foster co-operation rather than competition. Viewed in this light, a Secondary teacher in India need not feel disheartened, but can go ahead with his sacred task, with faith in himself and confidence in the future.

● Whatever may be the system that we may adopt, there can be no real improvement without any improvement in the quality of our teachers .... We must realise their difficulties and appreciate the great service they have done to the nation by looking after the educational needs of the younger generation.

—Maulana Abul Kalam Azad

EDUCATION Today

Primary and Basic Education in Mysore

The new curriculum for the integrated course of seven years of Primary education was introduced in the month of June 1959, all over the State in standards I and II. The higher classes will progressively adopt the new curriculum on a phased programme, *viz.*, III and IV standards in 1960-61, V, VI and VII standards in 1961-62. The salient feature of the new curriculum is that it is common for both Basic and non-Basic schools, and this is a first step in the reorientation of the Primary schools towards the Basic type. When the Basic crafts are introduced in these schools on a phased programme, they will easily become Basic schools and the difference in the content of education provided in the Basic and non-Basic schools will be reduced to the minimum possible, though the methods may slightly differ.

All the new schools started in the State are of the Basic type. This year 880 such schools have been opened. Besides, 400 existing Primary schools have been converted into Basic type by giving them necessary craft equipment and Basic trained staff.

Three new Basic Training institutions have also been started in the State—one under the Government and the other two under private managements.

Education has been made free in all the seven classes of the integrated Primary stage in the whole State.

The scheme of supplying midday meals to children of poor parents has been continued and a sum of Rs. 3 lakhs is provided in 1959-60 budget for this scheme. As the enrolment of girls is only half of that of boys, special steps have also been taken to encourage the girls to attend schools.

To train the existing non-Basic trained Primary school teachers in Basic education methods and also to convert progressively the existing non-Basic Primary schools into Basic schools, an Orientation Training Centre has been opened at Doddaballapur during this year. This Training Centre will provide a short-term training of three months for 50 teachers at a time and it is expected that two such short-term courses during this year will be conducted.

*

Primary Education in West Bengal

West Bengal Government have introduced Contributory Provident Fund at the rate of 6¼% of pay for all approved teachers of Primary schools under the District School Boards, with effect from April 1, 1959 Provisions have also been made for payment of gratuities to such teachers on retirement and also free tuition to the wards of Primary school teachers up to the Secondary school stage.

*

Educational Development in the Andamans

In the Union Territory of Andaman and Nicobar Islands, 17 single-teacher Primary schools were recently converted into double-teacher Primary schools in fulfilment of the objective of Second Five-year Plan. Twelve new Primary schools were opened in the colonisation areas. A Middle school was sanctioned for Rangat

for the children of the settlers of the colonisation areas of Middle Andaman. The Senior Basic School for Girls at Port Blair was upgraded to a Higher Secondary school.

*

New Basic Training Colleges in Bombay

It is expected that about 40,000 teachers will have to be recruited within a period of five years to introduce free and compulsory education in Bombay State for the age-group 6-11 during the Third Five-Year Plan. Most of these teachers will have to work in small villages where either fresh schools will be opened or new divisions will be added to schools already opened. The Sate Government organised a survey of conditions of education in the whole State, and places have now been chosen for opening new schools or adding divisions to old schools. As the teachers appointed in these places will need training, the Government of India, under the scheme for the training of the teachers to be recruited during the Third Five-Year Plan, have offered assistance on a 100 per cent basis to the Government of Bombay for opening of 20 Basic Training colleges during the current year.

The 20 Basic Training colleges have started functioning from 1st October 1959. Since these Training colleges have been opened a little late during the year, efforts will be made to utilise summer and winter vacations for these colleges so that the students will be in a position to complete the courses by April 1961. The location of the colleges is Ahmedabad Division—3; Rajkot Division—4; Bombay Division—2; Poona Division—2; Aurangabad Division—5; Nagpur Division—4. Each of these colleges will admit 100 students and about 2,000 teachers are expected to be trained by these colleges during 1959-61.

*

Basic Training Colleges in Madhya Pradesh

To ensure the supply of trained teachers for the scheme of free, universal and compulsory education for the age-group 6-11, Madhya Pradesh Government have established 23 new Basic Training colleges in the State. Each college will train 100 teachers. One college is meant exclusively for women trainees and two colleges opened at Baster and Jhabua will train aboriginal candidates.

*

Symposium on Introducing Basic Education in Urban Areas

To focus public attention on the need for introducing Basic education in urban areas, the National Institute of Basic Education sponsored a symposium on Organising Basic Education in Urban Areas, which was held at New Delhi on September 10, 1959.

The symposium, organised for the first time, discussed the various aspects of Basic Education so as to clarify the problem and offered some suggestions and guidance in organising Basic schools in urban areas.

Among the important subjects discussed at the symposium were crafts for urban Basic schools, utilizing environments for teaching in urban Basic schools, syllabus for urban Basic schools, organisation of community life of an urban Basic school, administrative problems connected with the organization of urban Basic schools, organising urban Basic schools working in two shifts and and bridging the gulf between rural and urban Basic schools.

Shri Prem Kirpal, Joint Secretary, Union Ministry of Education, inaugurated the symposium.

*

Teacher-Training in West Bengal

The Government of West Bengal have sanctioned a non-recurring expenditure of Rs. 7,89,400 for establishment of a sponsored Teachers' Training College under the auspices of the Sevayatan, Jhargram in the district of Midnapore with effect from the session 1960-61.

Administrative approval of the Government of India for the implementation of the programme of expanding teacher-training at an expenditure not exceeding Rs.26,67,700 has been obtained recently. This programme provides for (i) increasing the intake capacity

of the existing 18 Junior Basic Training colleges by 320 trainees over the existing number by 1960-61, (ii) establishment of nine new Basic Training colleges and (iii) increasing the intake capacity of the existing Primary Training schools by 660 trainees over the existing number by 1960-61. This is in connection with the scheme of universal, free and compulsory education to be implemented during the Third Five-Year Plan.

*

Teacher-Training in Manipur

Lack of trained teachers for Primary and Secondary schools in the Territory is a major problem of the Manipur Education Department. Out of nearly 2500 Primary school teachers, the number of trained teachers is less than 300.

There was only one Basic Training Institute at Imphal for the training of teachers for Government schools. On August 7, 1959 another Basic Training Institute was started in the interior for teachers from aided and unaided schools as well as for those desirous to taking up the teaching profession. A unique feature of this new institute was that a lot of time and money was saved in its establishment. It was started in some portion of a High school which could spare some rooms in its buildings. As for the hostel, the trainees themselves constructed 13 huts with vegetable and flower gardens in front of them. Only the materials were provided to the trainees for this purpose: the whole construction work was done by them.

For the training of Secondary school teachers, training classes for graduates and under-graduates have been started from August 1, 1959 in D.M. College where 30 graduates and 30 under-graduates will be trained every year.

* * *

Opening and Upgrading of Schools in Delhi

With the commencement of the current academic session, Delhi Administration have opened 15 new Higher Secondary schools, nine for boys and six for girls, and upgraded four Government Middle schools to Higher Secondary standard in order to provide admission for all the school-going children. As a result of opening and upgrading these schools, additional schooling facilities have been provided for about 4,000 students at the Higher Secondary stage.

Twenty Government High schools and 14 aided High schools have also been converted into Higher Secondary schools and four High and Higher Secondary schools into Multipurpose schools during the current academic year.

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Secondary Education in Madhya Pradesh

Nearly 200 private High schools in Madhya Pradesh have been converted to the Higher Secondary pattern. Grants at the rate of 75 per cent of the additional expenditure involved have been paid for the conversion. 137 Government High schools have been upgraded to Higher Secondary schools. The remaining nearly 100 will be converted next year so that by the end of the Second Plan period all High schools will have been converted to the Higher Secondary pattern.

In order to improve educational facilities in the backward areas, the State Government have decided to take over 50 non-Government High schools. Priority is being given to girls' High schools.

* * *

The Workshop on the Organisation of School Libraries in UP

A six-day Workshop on the organisation of school libraries was conducted by the Government Central Pedagogical Institute, Allahabad. Eighteen educators attended the Workshop. Discussions centred round such topics as aims and objectives of school libraries in the special context of the present needs of the country, reference served in the school libraries, methods of developing reading habits among students, book-selection, some important administrative problems, importance of pupil's co-operation in the school library, administration and such practical aspects as classification and cataloguing of books. The Workshop recommended at the end a long term course on this subject.

* * *

Physical Education in Mysore

A college of Physical Education providing a one-year course has started functioning at Shri Kantirava Stadium, Bangalore. The Admission to the college is restricted to graduates only. At present provision has been made for admission of 60 teachers, and from 1960-61 the provision will be for 80 teachers out of which 20 will be women.

The State Government have also made arrangements for starting a Certificate Course in Physical Education by permitting some well organised private institutions in the State to conduct the course.

* * *

Re-organisation of Inspectorate in Punjab

The Punjab Education Department has decided to re-organise the departmental Inspectorate on a rational basis to ensure proper and effective supervision of schools in the State. At present there are four divisions viz Jullundur, Ambala, Patiala and Bhatinda. According to the Re-organisation Scheme there will be three divisions, namely, Jullundur, Ambala and Patiala on the lines of administrative divisions. The Inspectors and Inspectresses of schools will be responsible for the over-all supervison of their respective divisions. They will conduct snap check-up in their divisions and also supervise the work of their deputies.

* * *

Tenth World Conference of the New Education Fellowship

The Tenth World Conference of the New Education Fellowship will be held in Delhi from 28th December to 6th January 1960. The Theme of the Conference will be "The Teacher and His Work: East and West." About 600 participants comprising teachers, parents, administrators and others connected with educational work from all over the world are expected to attend the Conference. Here they will seek to clarify the function of the teacher in modern society and to discover ways of developing attitudes towards learning and towards social relationships and behaviour.

Prior to the Conference a preparatory seminar will be organised from 16th to 26th December 1959 which will be confined to 60 group teachers who will be trained on six topics by six eminent Trainer-Lecturers from different parts of the world. In the main Conference these sixty Group leaders will be conducting discussions on the topics in which they have been trained. The subjects for group discussion will be (1) The Gandhian Contribution to Education, (2) Philosophy and Practice of Teacher Education, (3) Administration, School Inspection and In-Service Education, (4) Education in Home and School for Full Responsible Living, (5) The Place of the Sciences in Modern Education, and (6) The Contribution of the Arts in Modern Education.

The Conference is being held as a contribution to Unesco's Major Project on Mutual Appreciation of Eastern and Western Cultural Values.

* * *

National Council for Women's Education

The first meeting of the National Council for Women's Education was inaugurated by Dr. K L. Shrimali, Union Minister of Education, at New Delhi on October 16, 1959. Shrimati Durgabai Deshmukh, Chairman of the Council, presided. In his inaugural address, Dr. Shrimali said that one of the main objectives before the planners engaged at present in preparing the Third Five-Year Plan of Education was the removal of the wide disparity in the education of boys and girls. It was not a question merely of resources but of effective implementation of the programmes of free and compulsory education for girls.

The formation of the Council, Dr. Shrimali said, was the beginning of a revolution which would contribute in no small measure, to the development of the nation.

The Minister in his speech also referred to the useful role that voluntary organisations had played in sphere of girls' and women's education in the past. Dr Shrimali said that the National Council was formed to provide leadership to these voluntary organisations and agencies so that the pace of women's education could be accelerated.

Dr. Shrimali assured the Council that

Government would give full consideration and support to any suggestion which the Council might make.

Shri K.G. Saiyidain, Secretary, Union Ministry of Education, who also addressed the Council, said that in essence the problem of women's education was to make leeway for the neglect in the past with the limited resources available The urgency of the task, he added, could hardly be over-estimated.

* * *

Promotion of Sanskrit Learning

Inaugurating the Central Sanskrit Board, which met at New Delhi on September 2 1959, Dr. K.L. Shrimali, Union Minister of Education, said that there could be no two opinions that the Government wanted to develop Sanskrit in this country not only because Sanskrit contained all that was valuable in the Indian culture and civilization, but at this time when great changes were taking place in our society it was essential that we preserved all those values which we had cherished in the past. At present there was a shift of emphasis from the study of humanities to the study of sciences and technology.

This emphasis, Dr. Shrimali added, was natural to some extent because we were anxious to develop sciences and technology. But at the same time if the true spirit of Indian civilization was to be preserved, we must preserve those values of truth, goodness and beauty which we had cherished in the past. It could be done only through the preservation and propagation of Sanskrit learning so that we might give meaning and values to our life particularly at a time when science and technology were being developed.

Presiding over the meeting, Shri M. Patanjali Sastri said that the setting up of the Board marked a turning point in the promotion of Sanskrit in the country. He expressed the hope that the Government would see their way to enlarge the functions and scope of the Board and also to equip it with more powers so as to enable it to function more effectively and efficiently.

* * *

National Seminar of Printers and Publishers

A National Seminar of Printers and Publishers was held in Bombay from November 10 to 16, 1959.

The Seminar was a prelude to the three-week Regional Unesco Seminar on Book Distribution to be held in Madras from November 30, 1959.

About 20 participants, representing book sellers, publishers and printers in different parts of the country took part in the Bombay Seminar.

Among the participants were a few selected authors and educationists.

THE FOREIGN SCENE

Britain's 'School of the Future'

A "school of the future", designed by a team of architects, engineers and educationists, has just been completed at Arnold, near Nottingham, at a cost of £ 237,000.

This mixed grammar school, with accommodation for 720 pupils, may well be regarded as a model for Britain's new schools during the next decade. The design team was asked to develop a flexible construction system, suitable for general use, which would compete in price with other methods of school building.

* * *

Science on TV for 10-Year-Olds in U.K.

Science programmes on television for 10-year-olds, described as the first series to be produced specially for primary schools, have been introduced recently in the U.K. They are presented under the general title "The World Around Us."

Simple experiments were demonstrated by teacher-comperes. The organizers hope that this will act as a stimulus to primary school children, even though for most of them formal scientific instruction does not begin until they enter secondary schools. It is also hoped that the programme will help solve the twin problems of teacher

shortage and the nation's need for scientists and technologists.

* * *

U.K. Workers go to University on State Awards

Two steel workers, a coal miner, a linotype operator, and two electricians are among the 27 Britons who will now be able to attend a university after winning places under a Government scheme. Six of the winners are women.

Under the scheme, Ministry of Education Mature State Scholarships are available to men and women over 25 who were unable to take a university course at the usual age. Candidates have to provide evidence that a full-time course at a university could benefit them.

Since the scheme started in 1947, some 345 scholarships have been granted. Of the 214 students who completed courses by July 1958, 200 gained honours degrees, 26 with first-class honours.

* * *

Ten-Year Drive Against Illiteracy in Colombia

A ten-year campaign to wipe out illiteracy has just been launched by Colombia with a government appeal not only to school teachers but to all persons holding diplomas as well as to priests in every parish of the country.

Headquarters of the campaign is a special committee composed of representatives of the ministries of education, agriculture and labour, and of the Federation of Coffee planters, the country's biggest economic organization.

The government plans to eliminate all illiteracy by 1969. At present an estimated three million out of a total population of nearly 11,500,000 are illiterate in Colombia (Unesco)

* * *

U.S. Educators Study Teacher-Training in USSR, Poland

Three United States educators have recently completed a five-week tour of the U.S.S.R. and Poland to study teacher-training methods and related educational programmes in the two countries. The purpose of the survey was to observe methods of training elementary and secondary school teachers in the fields of mathematics, science, and industrial arts.

Their survey is part of a programme organized by the U.S. Office of Education to help keep educators informed about educational practices and policies in other countries.

The three specialists are preparing a report for publication by the Office of Education. (Unesco)

* * *

Education Experts Discuss Curriculum Trend

Curriculum trends and problems in secondary education were examined by school authorities from various parts of the world at the fourth session of the International Advisory Committee on the School Curriculum at Unesco House, Paris, from 31st August to 11th September, 1959.

The experts discussed ways and means of providing secondary education to meet the pressing needs of modern society and to serve a maximum number of youth. The age range treated was from approximately 10 to 18.

An international exchange of experience, views and ideas, for mutual benefit, was the purpose of the meeting convened by Unesco. This exchange dealt with topical items such as avoiding an overcrowded curriculum ; providing both a background of general culture and specialized knowledge; vocational orientation ; and education for international understanding.

* * *

Indian Books in Poland

Among popular exhibitions which have drawn large crowds recently in Warsaw and other Polish cities is an exhibition of Indian books.

In Poland, as in many European countries, there is a growing interest in the civilizations of the Orient and these exhibits, organized by the Indo-Polish Friendship Society, have done much to foster this interest.

Books on view covered a wide range of subject-matter, from translations of the works of Jawaharlal Nehru and Gandhiji's autobiography to literary works, both ancient and modern.

Among the classics were *The Home and the World* by Rabindranath Tagore, fourteen of whose works had already been translated into Polish before the War, and masterpieces of Sanskrit literature such as the *Shakuntala* by Kalidasa. There were also contemporary Indian novels, and allegorical tales such as the *Panchatantra* and the *Adventures of the Guru Paramatra.*

The exhibitions have been so successful that the organizers plan to arrange a further series to introduce other masterpieces of Indian literature to the Polish public. (Unesco)

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Unesco's 'Basic Facts and Figures'

Of the total world's population, 43 to 45 per cent of the people are illiterates. Africa has the highest proportion of illiterates—from 80 to 85 per cent, followed by 60 to 65 per cent for Asia, 20 to 21 per cent for all Americas, and 7 to 9 per cent for Europe. The credit of having the lowest illiteracy rate goes to Sweden where the percentage is zero.

These are the statistical figures provided by the latest edition of Unesco's *Basic Facts and Figures* which has just been published. Compiled from official reports relating to education, culture and mass communication this statistical publication is a profile of the world's intellectual life. All aspects of education, from primary schools to universities and teacher-training institutions, are taken up in it. Official figures available to Unesco show that enrolment in institutions of higher education is highest in the USA—2,918,212 followed by the USSR—2,013,565. In Europe, Italy ranks at the top with 212,424 students.

Basic Facts and Figures also includes statistics on world reading habits, film production, radios and television sets.

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Code for Teachers

The draft outline of a "Professional Code for Teachers," prepared by the WCOTP Asian Committee is now being circulated to all WCOTP national member organizations with a request for comments.

Some of the excerpts from the Code are :

Teachers have exacting responsibilities in helping the children to grow to their full stature, and society has corresponding obligations to ensure to the teachers and the schools the conditions necessary for the efficient discharge of such responsibilities.

The teacher in relation to his students should :

Understand that the students' interest and welfare are his first and foremost concern ;

Share responsibility with the parents of his students, even acting in *loco parentis*, in the task of shaping each student's purposes and actions toward the attainments of socially acceptable ends.

The teacher in his role as disseminator of democratic ideas and ideals and as an example of the democratic way of life should :

Display no biases in dealing with students of different physical, mental or emotional characteristics, or of different political, social, economic, racial or religious persuasions, recognising that children are different from one another ;

Instill in his students, as well as in the people of the community, the idea that all occupations are dignified and honourable so long as they are suited to the ability of the individuals engaged in them and so long as there is a continuous effort on their part to improve the quality of their service.

The Code also says that the teacher should be assured of adequate salary scales and old age benefits, and also protection from harassment caused by pressure from factors outside the school organisation.

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Teachers Frame Programme at WCOTP Conference

New East-West bridges of understanding were built during the eighth annual Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession. About 700 participants, representing 75 countries meeting recently in Washington, considered what educators can and must do in this field. They also dis-

cussed ways of eliminating international tension, strengthening teacher organizations, and improving education in general.

In various resolutions the Assembly urged: All countries afford to all their citizens, irrespective of race, sex or creed, the right of equal access to all forms of education and sources of culture.

The incorporation in education of ideas that promote greater respect for and appreciation of the cultural values of other peoples.

The recognition of adult education as a public responsibility and as an integral part of all education systems.

Re-writing history textbooks to minimize their "blood and thunder" content and reflect a point of of view free from national prejudices.

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Twenty-Second International Conference on Public Education

The Twenty-second International Conference on Public Education concluded its work recently in Geneva. The Conference, convened jointly by Unesco and the International Bureau of Education, drew delegates from 75 countries.

The two main items discussed, on which the Conference made recommendations to be sent to Ministers of Education in all countries of the world, were: "Measures for Promoting the Training of Technical and Scientific Staff" and "The Preparation, Selection and Use of Textbooks for Primary Schools".

Delegates from the United States and the Soviet Union, the two countries producing the most scientists and technicians, pointed out that for them the problem was not one of numbers, but of qualitative improvement of scientific and technical training.

In the recommendation on this subject, the Conference suggested that systematic, detailed surveys be made in all countries into the needs for scientists, engineers, technicians and other qualified workers; and that specialized agencies be created at ministerial level to consult with representatives of the teaching profession, industry, science and technology, agriculture and labour in the preparation of training programme and that employers should allow workers to attend courses to qualify them for higher posts. Above all, it stressed that better conditions must be offered to attract engineers, scientists and technicians away from industry to the teaching profession, if the present shortage is not to continue.

Discussion on textbooks for primary schools revealed the fact that textbooks of all kinds account for half the world's total book production. Delegates stressed hat free distribution of textbooks to primary school pupils was the logical corollary of the principle of compulsory education. These books could form the nucleus of a personal collection and could help develop a life-time habit of book-collecting.

As a means of improving the quality and reducing the cost of textbooks, the Conference suggested that competitions might be instituted. Textbooks should be constantly revised and re-issued with new school programmes; care should also be taken that they include nothing harmful to international understanding. In this connection it was noted that several countries had already set up international committees to inspect the material included.

The Conference appealed to Unesco and other inter-governmental organizations to send experts in textbook production to countries requesting such aid. (Unesco)

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University Education in the USSR

As the country's largest education and research centres, Soviet universities occupy an important place in the higher education system. All Union republics now have universities of their own. In recent years universities have also been opened in the capitals of the Yakut, Kabardino—Balkar, Mordovian, Daghestan and Bashkir. The Soviet Unions' fortieth university, the Universitiy of Novosibirsk, was opened on September 1 this year.

The Moscow State University occupies a leading place among all universities. Its 12 Departments are attended by over 20,000 students. Its teaching staff includes many

outstanding professors and lecturers among whom there are over 30 academicians, about 60 corresponding members of the USSR Academy of Sciences, over 2,500 professors, lecturers and research workers.

The Soviet universities are attended by over 200,000 students, which is about one-tenth of the total number of college students in the country. This year about 44,000 pupils were enrolled and freshmen in the universities.

In the current academic year, university students will be studying according to new syllabuses, worked out in keeping with the new law on the reorganization of the education system in the USSR. The new study programmes provide for a considerable improvement of general and special scientific training. Students specializing in certain branches will have to cover major theoretical subjects on a broader scale. Moreover, some new subjects have been introduced in keeping with the present trends of development in corresponding branches of knowledge.

For instance, the programme in mathematics provides for a broader study of subjects connected with the theory of computing machines, so as to enable any university graduate to work in this field, should the need for this arise. Future biologists will devote greater attention to the study of physics, chemistry and mathematics. Geography departments will now have courses of astronomy, mathemathics, physics and general chemistry.

Another distinguishing feature of the new programmes is that much greater stress will be laid on the practical aspects of training by combining instruction with work, introducing greater number of practicals and laboratory studies and devoting more hours to practical training. Efforts are also being made to develop correspondence and Evening Sections of Universities.

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Educational Reform in France

"Our public education docs not form a coherent system", said Monsieur Yvon Delbos, when, as Minister of National Education (September 1948 — July 1950), he was endeavouring to reform its organisation. "Looked at from outside, it appears orderly. Go inside, and you will find that there is no connection between the different levels."

The inconsistencies will be all the more clear to educationists from other countries trying to understand the French educational set-up. For instance, it is difficult for them to understand why primary education in France, which should provide for the acquisition of basic mechanisms, covers a whole area which normally should be reserved to secondary education. It is even more difficult for them to understand why establishments such as the training colleges for primary teachers (men or women) where the students first prepare for the "baccalaureat", which is the normal consummation of a secondary education, and then, for their two years of professional training, after the "baccalaureat", pursue studies of a standard unquestionably comparable with university studies be classified as "primary". Nor is it easy to give them a rational justification for the extension—both downwards and upwards—of secondary education, which should normally constitute the stage between elementary (primary) studies and higher (university) studies. The impossibility of drawing a boundary line between secondary and higher education, because of the existence of some cases of overlapping, is also a sign of a certain incoherence.

These inconsistencies or intermingling of various categories of education are explainable on historical grounds. One of the preoccupations of those who built up the French educational system in past centuries was, without their always being very clearly aware of it, to reserve the managerial or directing posts as far as possible, to those privileged by birth and fortune. A single example will suffice to expose the intentions of those, who under the Third Republic, founded, alongside secondary education but with the firm intent of avoiding all confusion with it, a higher primary education which, as they conceived it, would serve to train the famous "cadres moyens" (middle-ranking staff). There was no question of recruiting these "cadres moyens" from the ruling classes, who reserved for themselves a "liberal education" and thence, the professions. It was therefore decided to take them from the "lower strata of the bourgeoisie". And for that purpose a system of higher primar

education was instituted which, although of a standard comparable to secondary education, was nevertheless different in nature and form. Save in quite exceptional cases, it did not permit its pupils, however excellent, to take the "baccalaureat" without which it was quite impossible, in practice, to embark on higher studies. So it became a habit to classify the various types of education according to a scale based on the social standing of the various strata of the population for which they were intended. For a long time secondary education was the education of the aristocracy and upper bourgeoisie, for at that time prolonged studies for the lower classes were quite out of question.

The curious thing is that even today, the very people who suffer most from such discrimination cling to it with disconcerting loyalty. It is peculiar indeed that the abolition of the higher primary schools during the last World War did not lead, after the liberation of France, to the good results that might have been expected In spite of the amalgamation of the old higher primary education (enseignement primaire superieur) and the old secondary education (enseignement secondaire) into a single category called "enseignement du second degre", the fusion of the two groups of school children was very imperfect. Because of the obstinacy on the part of families in clinging to habits formed under the old system even after a new one has been applied, the natu e of the studies followed by French boys and girls depends primarily upon their family's social status. For instance, the investigations concerning the distribution of pupils show that it is the children from modest homes who stay at the primary school until the age of 14, and renounce further studies. If one were to classify the various categories of establishments qualified to receive children between the ages of 11 and 18, it would be clear that the children are not distributed according to their individual merits but according to the social class to which the parents belong. For example, statistics show that only 13 per cent of the children of agricultural labourers pursue further studies of any kind, whereas 87 per cent of children whose parents exercise liberal professions go beyond the primary school. The result is that, at the level of higher studies out of every hundred students, there are only five sons or daughters of farmers, whereas the latter represent 35 per cent of the population of France and two sons or daughters of manual workers, whereas their parents too constitute one-third of the population of the country, whilst the members of the liberal professions (3 per cent of the population) and civil servants (5 per cent of the population) provide respectively 15 and 28 students, boys or girls, in every hundred.

The problem of educational reform in France is, therefore, that of "democratisation". The great majority of French people are agreed that efforts should be made to achieve democratisation by various means such as extension of compulsory school attendance by two years (i.e. raising it to age 16), organisation of permanent education for adults, and provision to each child the means to continue as far as possible along the lines best suited to him. And in every new proposal there are to be found plans for vocational guidance designed to enable every pupil to pursue studies and receive training suited to his capabilities and tastes. The ultimate aim of educationists, however, will be to discover means of reconciling the old French tradition of providing a high standard of general culture for the best minds with the imperative necessity of raising and maintaining at the highest possible level the cultural standards of the nation as a whole.

Autonomy of Public Colleges: *The Challenge of Co-ordination* by Lyman A. Glenny; Published by McGraw-Hill Book Company Inc., New York; 1959; Price *$5.95;* pp. 325.

THE BOOK IS one of a series which is the outcome of studies supported by grants of the Carnegie Corporation of New York. The Corporation, which was established in 1911 by the great philanthropist, Andrew Carnegie, for the advancement and diffusion of knowledge and understanding, has been taking an active interest in the improvement of education in the U.S.A. The author who has wide experience as a teacher and research worker in the field of education was, for some time, a Consultant to the Carnegie Research Project on Higher Education. Along with a group of associates, he made an exhaustive study of each type of formal co-ordinating structure of higher education now in existence in the U.S.A.

The study provides first-hand information of the working of the co-ordinating agencies, their functions, organisation, the techniques for obtaining their objectives and their results. It analyses the various data obtained after close observation and actual participation of the author in the working of the system for an understanding of the problem.

In a foreword to the book written by T.R. McConnell, the Chairman of the Centre for the Study of Higher education in the University of California, emphasis has been laid on the diversified and complex problems of higher education in the U. S. A. But the variety of the educational institutions in the country and the diversity of their activities are perhaps the secret of their strength and flexibility. As the existing diversity in higher education in America was not systematically devised but has largely been unplanned and fortuitious, a study of co-ordination is important and timely.

Historically, colleges and universities—public and private—have developed in America independently and autonomously. Hence is the necessity of careful and comprehensive planning and of settling priorities so that needless and costly duplication of expensive programmes may be avoided and an educational pattern comprehensive enough to meet the legitimate and justifiable goals of individuals and the requirements of the state may be ensured. The eradication of an educational caste system and the development of higher education of a differentiated pattern according to the needs and exigencies of changing conditions in the states require co-ordinated planning. Dr. Glenny's investigation shows that research and planning which are the most important functions of co-ordination have hitherto been rather neglected in the field of education.

The volume points out the deficiencies in the procedures of educational institutions themselves which present an open invitation to state finance officials to intervene in their affairs. The decisions of officials often mean the imposition of a policy in the conduct of educational institutions with a view to having a concerted and co-ordinated system. But if co-ordination is to be effected, a responsible body of educationists with the background of academic administration and

invested with appropriate powers and duties should guide and implement the operation.

Dr. Glenny has described and evaluated the organisation and operation of co-ordinating agencies which have been set up in 12 states. The object of co-ordination is to secure economy, efficiency and eradication of competition among institutions for state funds. The main problem of co-ordination is how to achieve these objectives without destroying the initiative, flexibility and diversity in the public institutions. The author has carefully examined and analysed the working of the three types of co-ordinated systems now in use in U.S.A., but has refrained from recommending an ideal kind of co-ordinating agency for all the states. The type of co-ordination will naturally vary from place to place and time to time. But the evaluation of the current efforts provides valuable guidance to new agencies in formulating their programmes and will enable the existing ones to make necessary changes to increase their efficiency and effectiveness. The main object ultimately is to improve the quality of education without sacrificing the freedom, autonomy and initiative of the colleges and universities.

The book provides ample data, information, comparisons and evaluations which will be useful to those interested in the co-ordination of higher education in the U.S.A. It leaves no room to doubt that the challenge of co-ordination in effecting improvement in education has real justification and has to be given its due importance.

SUKUMAR BHATTACHARYA

Maulana Abul Kalam Azad : *A Memorial Volume*, edited by Humayun Kabir ; Published by Asia Publishing House, Bombay ; 1959 ; pp. 241.

As one of the principal architects of the country's freedom and an apostle of communal harmony, Maulana Azad's memory is cherished in every Indian heart. But his role as a religious reformer is, perhaps, not so well-known outside Muslim circles. In fact, he was primarily and pre-eminently an intellectual and a scholar, devoted to the study of theology and religion. With his *Ṭadhkirah*, autobiographical notes issued in 1919, and *Ṭarjuman-ul-Quran* issued in 1930, he started a powerful mov ment against the traditional orthodox approach towards the message of the Prophet, and his views have gained an immense hold on the mind of the Muslim intelligentsia. In joining the freedom fight, as J.B. Kripalani has said, he sacrificed what was most dear to him, the work for which he had an aptitude and a genius. The historic role of "the Revolutionary Maulana" in the field of Islamic religion is described by Messrs. Asaf A.A. Fyzee, Vice-Chancellor of the Jammu and Kashmir University, M. Mujeeb, Vice-Chancellor of the Jamia Millia Islamia University of Delhi, Syed Abdul Latif, President of the Institute of Indo-Middle East Cultural Studies, Hyderabad, and Prof. M. Habib of the Aligarh University, Louis Massignon, the French Orientalist well-known for his work on Islamic mystiasm, and Saeed Naficy, a renowned Persian scholar, have recorded their personal reminiscences of the Maulana.

Dr. J.C. Ghosh has given an account of the work of Maulana Azad as Education Minister, and we get a total view of his personality from the general appreciations of Prime Minister Nehru, Dr. Radhakrishnan, Prof. Humayun Kabir, Acharya Kripalani and others. To convey an idea of what one can gather from their accounts, we can do no better than quote from Acharya Kripalani : ' Here then was Maulana Sahib, a great divine, a great scholar, a great orator in Urdu, a great fighter for national freedom. With all his fervent lo e for the country, he was an internationalist at the core. Great as his contribution was to the freedom fight, his memory will live more as a harmonious personality, full of knowledge and wisdom."

The contributions on general subjects include a brief account of the Constitution of India by the ex-Chief Justice of Bombay, M.C. Chagla, the Future of Hindi from the Sociological Point of View by Prof. A.R. Wadia, the Impact of Western Culture on India by Dr. Tara Chand, and Bird Life by Malcolm Macdonald and Horace Alexander. C. Rajagopalachari has contributed a fine little essay entitled "Ptolemaic Error", pointing out that egocentricity is the besetting sin of all human thought and human values and Truth is something beyond them.

Being a memorial volume it would not be fair to expect here a strictly critical appraisal of the life and work of the Maulana. This need not trouble the readers much, since the stature of the Maulana was so high that a critical appraisal would only underline the fact that perfection is not given to mortal man.

The Editor and the Publishers should be congratulated on their fine piece of work, but they would have done well to add a brief biographical sketch and an index.

S. V. DESIKA CHAR

Elementary School Leadership by William C. Jordan; Published by McGraw-Hill Book Company Inc., New York; 1959.

THIS BOOK IS A DEVELOPMENT of an outline of the duties of the elementary school Principal presented in specific categories—Philosophy, Organization, Administration, Staff, Pupils, Curriculum and the Community. The fundamental principles of school organization recur at various points and overlap within the seven areas, although they are dealt with separately in the various chapters of the book.

According to the author, preparing children for life in democracy is the business of educators. "If an educator does not enjoy the work, he should leave it, if educators do not think theirs is one of the finest professions in the world, they should do something else", is the point of view put forward in the Chapter on 'The Principal and his Philosophy of Education'. He believes that only those who feel that each day is "a challenge rather than a chore", should remain in the work.

The Principal, according to him, is an individual who is a leader of other individuals, and hence, in some measure, a social director. His recipe for the Principal's helping people to be more effective and significant is for him to "jungle people and their talents".

Today under the impetus of a mechanical, urbanized civilization, the elementary school is responsible for four aspects of a child's development: academic, social, emotional and physical—what has become known as the *total* child. In addition, the reader is made aware of the fact that democracy, the foundation of the nation's culture, must also be taught like arithmetic and language, in the public schools, if culture is to survive.

Among the many practical suggestions drawn from the writer's long experience as Principal, is, that a Principal should never put a teacher on the defensive Everyone has a tendency to excuse himself from blame, particularly if there is the least likelihood that he has not given his very best, hence the Principal must defeat this defensive attitude on the part of a teacher and persuade him to act objectively. Again, a valuable hint, that it is unfair to the new teachers to leave them unnoticed and uninformed as to what is expected of them. Self-directed supervision is the goal towards which all administrators are striving. As teachers lead children to self-evaluation and self-discipline, so does the Principal lead teachers to self-evaluation, self-criticism, and self-improvement.

It is stated that creative ability is essential in education, because teachers deal in the realm of human relationships. Every one is different, and every child presents new problems, there are no single answers to any individual problem. A teacher whose intelligence has been moulded into a rigid framework by over-administration lacks the touch that is artistic as well as competent.

The style of the book is direct and readable. There are occasional touches of humour in some of the practical suggestions given on handling some of the situations that confront the elementary school Principal. The material is presented with brevity in such a way that there is a balance between theory and practice. The author, himself an elementary school Principal, has assembled in this volume, ideas presented by writers in the field, suggestions of other Principals, results of workshop studies, together with his own experiences, in the hope that new ideas or new suggestions will ease the burden of the elementary school Principal by making his work less difficult and more interesting. The author feels that he offers a new interpretation of the place of the teacher in education, a place of unequalled superiority.

From a reading of the material in this book, administrators, teachers and would-be teachers can gain a new and deeper insight

into the complex operation of the elementary school. Each reader can use this book as a doorway to further adventures in thinking through the many principles inherent in the education process.

KAMALA BHATIA

Educating One Nation by John Sharp; Published by Max Parrish, London; 1959; Price 12 Sh. 6d.; pp. 134.

THE AUTHOR STARTS with the assumption that there is "a serious crisis" in the educational system of England. No reader has to bother himself about finding any justification for this assumption. The time is out of joint. Every nation, big or small, developed or undeveloped, is in the throes of "a serious crisis". Social scientists are at their wits' end to explain the significance of such crisis and politicians are presenting panacea everywhere to set the situation right. Others may not concede, but the educationist fondly declares that he has the key to a better world! John Sharp has shown in this book that he is a conscientious headmaster and a true patriot. Through these pages, he has issued a warning to his countrymen that if they overlook the serious crisis in their educational system today, they shall suffer permanently.

"Educating One Nation" is a most searching and critical analysis of the educational system of England in the post-war period. According to an orthodox English opinion, Mr. John Sharp "has written a lively and controversial book, which educationists and teachers in many countries will find of great interest." It is difficult to agree with this statement. It is much more than "a lively and controversial book". To an impartial reader, the book is a simple and direct statement of truth about the schools in England. Also, it is a balanced statement about the real greatness of the English Public schools. There is very little of direct interest in the book for educationists and teachers in other countries. At best, it is of academic interest to educationists in other countries. But for the educationists and teachers in England the book contains the bitterest pill of truth and the most unpalatable challenge.

The book could not have been published in London a decade ago. Or if it was, the author would have been labelled traitor by an overwhelming majority of his countrymen. Mr. John Sharp has presented his arguments and his convictions in a detached impartial manner. The facts are based on cold and simple logic. Emotional outbursts are conspicuous by their absence. In fact, it is surprising that an English author has been so bold and frank about his country's educational ills. The author has proved in this book that patriotism is compatible with searching and constructive criticism of one's convictions and institutions. With all his sincerity and patriotism the author pleads, "First, we must be willing to face facts, however unpleasant; to ignore the automatic cries of 'Traitor!' which greet any suggestion that British is not best; and to recognize that, however proud we may be of our Public and grammar schools, they should neither be above criticism nor be held to cater for more than a small part of the nation."

If our English friends can rise above their insularity and face the facts they would agree that the English system of education is not democratic. The English schools do not cater for the "second quarter" of its student population. And no nation can afford to waste or ignore their talents.

"Educating One Nation" is a vehement plea for educating all the children of all the people of England. The author has repeatedly stressed that England has taken pride in her unique educational system which through her Public schools reaches a very high level for a very few pupils; and that very achievement obscures from their vision the fact that England is not doing as much as she should for a much larger number of her pupils. This is the challenge of the new age!

G. CHAURASIA

About Indian Birds by Laeeq Futehally and Salim Ali; Published by Blackie (India) Ltd., Calcutta; 1959; Price Rs. 2.00; pp. 82.

WHEN THE NAME OF SALIM ALI appears as the author of a book on birds, we may be certain of two things, scientific accuracy and felicity in style. And this little book is no exception to the rule. Of the joint authors, probably the writing is that of Mrs. Futehally, Dr. Salim Ali being responsible for the scientific facts.

It is not generally known that man is greatly dependant upon birds, but this fact is strikingly brought out by Michelet's remarks cited in the *Introduction*, that "Birds might live on this earth even if there were no men, but men could not live without birds." This is a terrible blow to the pride of *homo sapiens*, nevertheless it is absolutely true. Nature is a machine where every part is useful as performing a necessary function, and every form of natural life—plants, animals, insects and birds—is necessary for maintaining a just balance. If this balance is destroyed, disaster follows. An interesting example is that of mongooses. Some years ago, rats did great damage to crops in Jamaica, and so mongooses were sent out from India to get rid of them. The mongooses destroyed the rats and the scourge was brought under control. Then the mongooses started destroying birds, and when the birds disappeared, insects increased to such an extent that the crops were in a worse state than ever before. We hear that nowadays the Chinese are destroying birds in a ruthless manner; if they continue in the path of destruction, the problem of the Indo-Chinese border will pale into insignificance before the larger one of food that will face them.

In the first chapter a very clear account is given of the structure of birds and their affinity to reptiles. Then we have their courtship and nesting habits. As a mere human, and in these hard days, I am happy that our children do not absorb as much nourishment as the chicks. It is pointed out that normally a chick for the first few days of its life takes the equivalent of twice the weight of its body.

One of the most interesting chapters in the book is on migration. How the Golden plover travels 5000 miles, and the Arctic tern 22000 miles each year is a fascinating story.

The book is full of instructive information on birds for children, and its style is reminiscent of an urbane conversation carried on with wit and simplicity. A very useful book, and we wish it every succ ss. It is provided with black and white illustrations by a well-known bird artist, D. V. Cowen.

A.A.A. FYZEE

The American High School Today— *A First Report to Interested Citizens* by James B. Conant; Published by McGraw-Hill Book Company Inc., New York; Price $2.95. 1959.

THIS BOOK, written by one of America's most able and respected educators, should be of interest to Dr. Conant's Indian colleagues for several reasons.

First, it is significant by the very fact of it's being. Dr. Conant was engaged to conduct the study of High schools in the United States under a grant from the Carnegie Corporation, administered by the Educational Testing Service of Princeton, New Jersey. The book is the report of this survey conducted by Dr. Conant and a high-calibre staff. It is characteristically objective, practical and realistic. Dr. Conant's mission was not undertaken as America's first reaction to the appearance of Russian satellites. It was begun in late February 1957, seven and a half months before the Russian Sputnik soared into orbit on October 4, 1957.

The work is of interest also because it sheds much detailed information on the problems of publicly financed Secondary education in a democratic society. James Bryant Conant has examined the state of Secondary schools with a critical eye and candidly pointed out serious deficiencies. He has then gone on to offer constructive suggestions for improvement, realistically framed in the context of present systems of organization and financial limitations. Granting differences between the Indian and American socio-cultural context and systems of education, the solutions offered by Dr. Conant to some of the problems of education in the United States attack basic situations in Secondary education which are common to any society or system of education.

For example, one of the most surprising conclusions Dr. Conant has reached from his study is that American High schools having fewer than 100 twelfth grade (senior) students are neither effective nor efficient. They are, he concludes, a waste of educational resources, and the United States shares acute teacher-shortages with India and many other countries of the world. By reorganising over 17,000 High schools having fewer than 100 twelfth grade students into approximately four thousand schools, Dr. Conant points out that the half million students enrolled in these schools could be offered not only more

diversified course subjects but probably better ones. He states that in 1956, 12,000 of the 21,000 public High schools offered at least one course in physics, which implies that there must have been at least 12,000 High school physics teachers. The 4,000 High schools recombined from the High schools having fewer than 100 twelfth grade students, plus the five thousand High schools which already have twelfth grade classes of more than 100 would bring the total of High schools to nine thousand instead of 21,000. That the 12 000 physics teachers would more adequately meet the needs of the students is evident, and would probably also permit elimination of the less qualified teachers.

Dr. Conant estimates that approximately 15 per cent of the American High school population are sufficiently talented academically to successfully embark on college or university education, while three per cent of the student population are in the category of "the highly gifted." He strongly recommends setting examination standards high enough so that courses such as physics, of a level which would adequately prepare students for college study in this field, would attract and stimulate only those students having the requisite capacity. If then High school physics courses are designed for the 18 per cent of the student population which could benefit from them, the nation's reserve of 12,000 physics teachers would be more than adequate for about 2,71,000 of the total of 1 500,000 High school population—about 23 students per teacher, which of course, would actually be less, for many students in this category will not elect for the fields which require physics, e.g. humanities and the social sciences.

The less talented students do not escape Dr. Conant's scrutiny, however. He recommends, by virtue of reorganization of less efficient schools into units capable of enrolling more students, the structuring of High school courses to meet "vocational" needs of local industries or agriculture. In those areas which are largely agricultural, he recommends High school curricula including courses which are relevant to that sort of community; while in those predominated by industry, courses of relevance to prepare students for work in local industries.

BLANCHARD K. PARSONS

School and Community in the Tropics by T.R. Batten; Published by Oxford University Press, London; 1959; pp 177.

THE GREATEST TASK facing the modern teacher is to link the school with community life. John Dewey preached half a century ago that education is life and not preparation for a future life. The full impact of this new slogan has been felt only recently throughout the world. Mr. Batten's book is an excellent presentation of the theory and practice of Community School which aims to provide this link between school and community.

After the War, the idea of the Community School has been linked in some countries with that of community development. This new relationship has opened several new channels of community service by the schools. Mr. Batten has reviewed the work of such community projects in Philippines, Northern Rhodesia, India, East Africa, Mexico, Ghana, Fiji, Turkey, Kenya, Bolivia, etc. In the light of concrete examples of community work in all these countries, the author has presented some fundamental principles, frequently encountered problems and methods which are likely to succeed. All this information is of great value to teachers, administrators and extension workers in every country. Surely in all undeveloped countries the community project work is immensely useful. The author has rightly pointed out that it develops initiative and self-reliance in the community. It has been the means by which hundreds of communities have provided themselves with roads, schools, clinics, clean water-supplies etc. without waiting endlessly for their Government to do all this. The new movement of community development work has been encouraged by the Governments because it has stimulated a great deal of local development at very little cost to government funds. Such work has also fostered a happy relationship between Government and people. It has raised local morale and prepared the masses to welcome new ideas.

Our experience of community Development work in India has also shown the truth of these observations. Mr. Batten further points out that people must want something before they will work for it. During the First Five-Year Plan in India, our approach to community development was upside

down. We thought we knew exactly what was to be done and how it was to be done and so the Government created a whole band of workers. But very soon we realized what Mr. Batten has said, "The worker is there to stimulate people to discuss their problems and do something definite about them. But he does not direct them. It is for the people to decide what, if anything, they will do, and how they will organize themselves to do it, and it is only when they are doing all they can to help themselves that he will give them any additional aid they need."

After a careful study of the community development work in several countries, the author has pointed out that every government has felt the need for a modern form of community education The project approach assumes that people are prepared to welcome new ideas, they want something new. If this thesis is accepted, it is obvious that educational as well as project approach to community developement are inextricably linked up. Mr. Batten suggests that there are two ways of providing community education. One way is to use the services of existing workers like health and agricultural extension workers, cooperative officers and the village school teachers. The other is to recruit and train new workers.

The author has rightly declared that no matter what approach to community education is adopted, the crucial point is the attitude of the officers and workers. Normally the government officers operate on the assumption that by dint of their knowledge, experience and authority they are competent to decide for people what most needs doing and how it should be done. We have seen in India that this attitude does not generate enthusiasm in the people. Mr. Batten has suggested the right approach which should guide every Collector and Community Development worker in India, as also elsewhere. The community development worker has to establish friendly personal relations with people ; to get alongside them, as it were, so that he can find out with them what their difficulties are and interest them in finding ways to overcome them. To do this, he must be patient and unassuming, adept at getting people to think for themselves, and slow to put forward ideas of his own. He must be able to sit through discussions without dominating them, helping to reconcile differences and always emphasizing the common interest. He does not impose a solution. Some people say he does not even lead. His main job is to help people to make up their minds for themselves. In a nutshell, he should work *with* the people not *for* the people. These are words of wisdom and of immense significance to every community development worker in India.

G.C.

The Health of the School Child—*Fifty Years of School Health Service ;* Published by Her Majesty's Stationery Office, London; 1958 ; Price *10 Sh. 6 d.* ; pp. 220.

"THE CHILDREN OF TODAY are taller and heavier than their predecessors; under-nutrition is no longer a problem; the cause of crippling have been reduced; diseases which once ravaged childhood have been eradicated or brought under control; and fewer children die". This in brief is the report of the Chief Medical Officer of the Ministry of Education of the United Kingdom reviewing the progress made by the School Health Service in its first fifty years of work between 1908 and 1957. The development of the service and the provision made for the treatment and special education of the handicapped children in the past half century are described. Contrasted with children of 50 years ago the boys and girls of today are of better physique, are well clad and shod and are cleaner and their expectation of life at birth is 20 years longer. Diseases that once killed or disabled thousands of children have been overcome whilst ravages of others have been restricted.

There is a remarkable change in the pattern of ill - health, whereas tuberculosis was the commonest cause of crippling of children, cerebial palsy and poliomyelitis are now the main causes. Accidents and other forms of violence killing about 1000 school children every year form the third main cause of death of school children. There has been an increase in the past few years in dental decay in children, due probably to greater amount of sweets and confectionary since the end of sweet rationing.

School health service staffs now give more attention to children with emotional disturbances or with other handicaps. One of the

most notable advances in the case of the handicapped has been the realisation that disability in children must be detected in infancy or early childhood if maximum benefit is to be obtained from treatment, training and education. It is also realised that child guidance service is a valuable instrument in the treatment and in the prevention of mental ill-health in adult life. It is visualised that there should ultimately be a comprehensive service available for the area of every local education authority, involving a school psychological service, the school health service and child guidance clinic, all of which should work in close cooperation.

As a result of experience gained in the last fifty years, the value of continuing periodic medical examination has come under criticism It is suggested that more time should be given to the study and treatment of difficulties and disabilities of the individual children. The majority of school doctors still favour three to four medical inspections during a child's school life,

The Chief Medical Officer rightly emphasizes that "the health problems of today cannot be solved without health education, and the place to start is in the schools. In years past the school health service aimed to bring health to the child, whereas now, by means of health education, it must go further and supply the knowledge that will enable parents and children to appreciate the value of certain rules of health so that they can apply them for their own advantage and that of society. Health education will help them to achieve healthy living."

B. K. RAO

Theory of Marketing in Under-developed Countries by J. N. Chaturvedi. Price Rs. 7.50; 1959; pp. 135; **Principles of Agricultural Economics** by B.N. Pal; Rs. 18.00; 1959; pp. 751; **Indian Economic Yearbook—1959-60**; Price Rs. 3 00; pp. 266; Published by Kitab Mahal, Allahabad.

"THEORY OF MARKETING IN UNDER-DEVELOPED COUNTRIRS" attempts to fill the gap between economic theory and economic facts in the sphere of marketing in the under-developed regions of the world. Of late, a healthy trend has developed among our authors to write books on economic theory with special reference to the problem of under-developed economics. This regional concept in the economic analysis can be traced from the works of Prof. Radha Kamal Mukerji, who had put forward the idea of regional economics based upon the historical school of the West. Present economic theories have not developed in the context of the conditions of the backward economics which comprised of about two third of the mankind. The recent emergence of the under-developed countries into independent nations during last two decades has resulted in pushing the problem of economic under-development to the forefront of the world economic stage. The author emphasises that theory developed in the context of fast progressing and highly industrialised economy do not suit the requirements of backward economics where the absence of progressive industrialisation is the very fundamental drawback. The maiden effort of author in the field of marketing deserves appreciation.

Apart from Industrialisation the problem of agriculture is still important in the economics of under-developed countries. A book exclusively devoted to agricultural economics should be welcome in India - a country whic his clamouring hard to solve food crisis. Principal "PRINCIPALS OF AGRICULTURAL ECONOMICS" provides rudimentary principles of agricultural economics to the student and layman. The book is more of a textbook type and the approach is rather orthodox. Some emphasis has also been placed on the sociological aspects of the problem. The book is likely to prove popular among the University and college students.

"INDIAN ECONOMIC YEARBOOK 1959-60" is the second edition of the Indian Economic Yearbook published by Kitab Mahal, Allahabad. The book, is very useful to those interested in getting a birds eye view of the latest facts relating to economic life in our country. The information given in the book is generally based on authentic sources. It seems, more emphasis is placed on industrial problems than on international trade and public finance. However, the book serves as an excellent reference on Indian Economic data readily available to the common man.

GYAN PRAKASH

Education in India—*A Graphic Presentation*; Published by the Ministry of Education, Government of India, New Delhi; pp 54; price Rs. 5.00.

GRAPHICS HAVE AN IMPORTANCE of their own in depicting certain aspects of a dynamic phenomenon. This is particularly so in the field of education in India where authoritative information has to be conveyed to the people in a popular style. "Education in India—A Graphic Presentation" is a commendable effort in this direction. It contains 27 colourful charts under six groups depicting the progress made in various fields of education during the post-independence period.

The first edition of this informative publication was brought out by the Ministry of Education in 1951, followed by a second edition in 1956. The present volume is the third edition covering the period up to 1956-57, though information relating to later years has also been given, where available. A brief commentary on each chart, both in English and Hindi, has added to the scope of its appeal.

It is hoped that this publication will be useful not only to educationists and research workers but also to others interested in education.

ABUL HASAN

तुलसीदास : चिन्तन और कला; सम्पादक डा० इन्द्रनाथ; प्रकाशक राजपाल एण्ड सन्स, दिल्ली; 1959 मूल्य 5.00 रु०

हिन्दी साहित्य में तुलसीदास का स्थान कवियों में सर्वोच्च है। उनके 'रामचरित मानस' का महत्व सर्वविदित है। प्रस्तुत पुस्तक उनके विषय में लिखे गये 10 निबन्धों का संग्रह है। हिन्दी साहित्य में जितना कुछ तुलसीदास पर लिखा गया है उतना किसी एक अन्य व्यक्ति पर नहीं।

इस संग्रह में 'तुलसीदास : एक सर्वेक्षण' डा० इन्द्रनाथ मदान ने 32 पृष्ठों में लिखा है जिसमें इन्होंने तुलसी के लिखे सभी प्रमुख ग्रन्थों जैसे रामचरित मानस, विनय पत्रिका, कवितावली आदि की विवेचना की है। इस निबन्ध में तुलसी के पूर्ण जीवन पर भी प्रकाश डाला है। निस्संदेह यह निबन्ध तुलसी पर एक ज्ञान पूर्ण टिप्पणी है। दूसरे निबन्ध 'तुलसी साहित्य में' लेखक डा० कमलेश ने तुलसी साहित्य पर तुलसीदास जी के जीवन का प्रभाव दर्शित किया है। उनका कहना है कि तुलसी साहित्य से उनके आन्तरिक और वाह्य दोनों पक्षों पर प्रकाश पड़ता है तथा दोनों में बिम्ब प्रतिबिम्ब भाव है। तीसरे निबन्ध 'तुलसीदास युग में' तुलसीदास जी के समय की राजनैतिक, सामाजिक और धार्मिक स्थिति का वर्णन है। 'तुलसीदास का काव्य सौन्दर्य' निबन्ध में हिन्दू जाति, धर्म और संस्कृति को अक्षुण्ण रखने में तुलसीदास जी के योग पर प्रकाश डाला गया है। लेखक डा० श्यामसुन्दर दास के मतानुसार तुलसीदास के समय में हिन्दी साहित्य का पूर्ण विकास सम्पन्न हो गया था और उसके अनन्तर क्रमोन्नत विकास की परम्परा बन्द हो गई और उसकी प्रगति ह्रास की ओर उन्मुक्त हुई। 'तुलसी का लोक धर्म' में आचार्य रामचन्द्र शुक्ल के मतानुसार, सांसारिक होते हुए भी भक्ति में लीन होना सम्भव है और उसके ज्वलन्त उदाहरण हैं तुलसीदास जी। प्रोफेसर काशन्निकोव के अनुसार यथार्थता, उच्चादर्श सर्वांगीणता तथा मानवीयता ने तुलसीदास को धनी, निर्धन, ज्ञानी, अपढ़, ऊंच, नींच, सभी के हृदय में सदा के लिये प्रतिष्ठित कर दिया है। उनका आसन अटल है, उनकी लोकप्रियता अमर है ("तुलसीदास के दार्शनिक विचार")। अन्य निबन्धों मे भी तुलसी-साहित्य के भिन्न-भिन्न अंगों पर प्रकाश डाला गया है और उनकी समालोचना की गई है। इन अर्थों में, प्रस्तुत पुस्तक तुलसीदास, उनका काव्य, तथा हिन्दी साहित्य को उनकी देन, के विषय में ज्ञानपूर्ण सामग्री उपस्थित करती है।

पुष्पा सिंह

उमर खैयाम की रूबाइयां; ज्वार भाटा; मुक्ता; प्यार की जिन्दगी; भूल; एक सवाल; आरती; आपका शरीर; जैसा चाहो वैसा बनो; प्रकाशक हिन्द पाकेट बुक्स (प्रा) लि० दिल्ली; मूल्य 1.00 (प्रत्येक); 1959

'हिन्द पाकेट बुक्स' का प्रकाशन हिन्दी जन साहित्य में एक क्रांति है। यह जनप्रिय और सराहनीय कार्य किया है राजपाल एण्ड सन्ज़, दिल्ली ने। पहले दस पुस्तकों का एक सेट प्रकाशित कर इन्होंने प्रथम बार हिन्दी साहित्य में कहानी, उपन्यास और जन-कवियों की सरस रचनाएँ बहुत सस्ते मूल्य पर उपलब्ध की थीं। कहना न होगा कि इन पुस्तकों का राष्ट्रभाषा प्रेमियों में बहुत स्वागत हुआ। इस समय इन्होंने इस दूसरी किश्त में 10 पुस्तकें प्रकाशित की हैं। इन पुस्तकों में चार नवीन उपन्यास हैं (मुक्ता; ज्वार भाटा; भूल और एक सवाल) दो अनुवाद हैं (प्यार की जिन्दगी और आरती) तथा एक प्रसिद्ध जन कवि उमर खैयाम की रूबाइयो का हिन्दी रूपान्तर है तथा अन्तिम, शरीर, उसकी बनावट और कार्यों पर एक लघु पुस्तक है।

'मुक्ता' में लेखक सत्यकाम विद्यालंकार जी ने एक आधुनिक नारी के जीवन के उतार चढ़ाव का सुन्दर चित्रण किया है इसमें यौवन की मादकता और आधुनिक नारी के हृदय का चित्रण है। 'ज्वार-भाटा' में प्रसिद्ध क्रांतिकारी एवं हिन्दी के अग्रगामी लेखक मन्मथनाथ जी ने एक क्रान्तिकारी के जीवन के उतार चढ़ाव को दर्शाया है। 'प्यार की जिन्दगी' रूसी महान लेखक श्री टॉलसटाय की कृति का लघु रूपान्तर है। जीवन की कोमल अनुभूतियों का बड़ा ही सुन्दर चित्रण इस छोटे से उपन्यास में बन पड़ा है। 'एक सवाल' अमृता प्रीतम का नवीन रोमांटिक उपन्यास है। यह दो हृदयों की धड़कन का सजीव चित्रण है। 'भूल' श्री गुरुदत्त का नया सामाजिक उपन्यास है। पारिवारिक जीवन में छोटी सी भूल भी विष घोल सकती है इसका सुन्दर चित्रण इस उपन्यास में है। 'आरती' श्री ताराशंकर वन्द्योपाध्याय के लोकप्रिय उपन्यास 'उत्तरायण' का हिन्दी अनुवाद है। 'उमर खैयाम की रूबाइयां' हिन्दी के प्रसिद्ध लोक कवि डा० हरिवंशराय 'बच्चन' द्वारा हिन्दी में प्रस्तुत की गई है। कवि ने इनका रूपान्तर कर उनकी मनमोहकता को सौ गुना बढ़ा दिया है। यह पुस्तक अपने इस गुण के कारण जन साधारण का मन मोह लेने में अवश्य सफल होगी। 'जैसा चाहो वैसा बनो' स्वेट मार्डेन की विश्व विख्यात पुस्तक का हिन्दी अनुवाद है। यह अपने व्यावहारिक निर्देशों द्वारा प्रत्येक को उन्नति के मार्ग पर अग्रसर करने में पूर्ण रूप से सफल होगी। 'आपका शरीर' में आनन्दकुमार जी ने शरीर की बनावट, हर अवयय का कार्य तथा उनके विकारों का सचित्र रूप में वर्णन किया है। पुस्तक में 45 रेखाचित्र हैं जिनसे विषयवस्तु सुगम हो गई है।

हिन्दी में इस प्रकाशन माला का काफी स्वागत हुआ है और आशा की जाती है कि प्रकाशक भविष्य में इस कड़ी में और भी पुस्तकें भिन्न-भिन्न विषयों में प्रकाशित कर राष्ट्रभाषा का भण्डार भरते रहेंगे तथा जन साधारण को उचित मूल्य पर सरस साहित्य प्रस्तुत करते रहेंगे।

रोहिणी प्रकाश

कच्चे धागे (जमनादास अख्तर); बदरंग पत्ते (सूर्यकुमार जोशी); नयना नीर भरे (यादवेन्द्र शर्मा 'चन्द्र'); काली घटा (गुलशन नन्दा); छुई मुई (गोविन्द माली); पीले हाथ (यादव चन्द्र जैन); बहता पानी ठौर कहां (शरण); मुंह बन्द कली (कृष्ण गोपाल 'आबिद'); खानम खां (शौकत थानवी): दीवान-ए-गालिब (नूरनबी अब्बासी); प्रकाशक अशोक पॉकेट बुक्स, दिल्ली; 1959; मूल्य 1.25 रु० (प्रत्येक)।

हिन्दी के जन सुलभ साहित्य जगत् में इधर कुछ दिनों से काफी वृद्धि हो रही है और प्रसन्नता का विषय यह है कि कुछ प्रमुख हिन्दी प्रकाशकों ने हिन्दी में सरल, सरस साहित्य सस्ते मूल्य पर प्रस्तुत करने का सराह-नीय क़दम उठाया है। सब से प्रथम राजपाल एण्ड

सन्स, दिल्ली, ने इस दिशा में क़दम उठाया और परिणाम-स्वरूप 'हिन्द पॉकेट बुक्स' का जन्म हुआ और इस माला में अब तक 20 पुस्तकें प्रकाशित हो चुकी हैं। हर्ष का विषय है कि दूसरे प्रकाशक भी इस ओर ध्यान दे रहे हैं। 'अशोक पॉकेट बुक्स' के जन्मदाता हैं नारायण दत्त सहगल एण्ड सन्स, दिल्ली। इन्होंने इस क्षेत्र में दस पुस्तकों का प्रथम सैट लेकर प्रवेश किया है। इनमें अधिकांश सामाजिक उपन्यास हैं और लेखकों में पुराने महारथी (गुरुदत्त) तथा नवीन पीढ़ी के तरुण उपन्यासकार (कृष्णगोपाल 'आबिद') सम्मिलित हैं। 'दीवान-ए-ग़ालिब' श्री नूरनसी अब्बासी द्वारा सम्पादित पहले भी वृहत रूप में इसी प्रकाशक द्वारा प्रकाशित हो चुका है और इसकी सफलता और लोकप्रियता से प्रभावित होकर इस जन सुलभ संस्करण में प्रकाशित किया है।

यह कहना अतिशयोक्ति न होगी कि इस प्रकार के कम मूल्य की सुंदर, सरस पुस्तकों की हिंदी भाषा के बढ़ते हुए पाठकों के लिये अत्यन्त आवश्यकता है और जो भी प्रकाशक इस दिशा में कदम उठायेंगे वे अवश्य ही सफल होंगे।

का०, च०, दत्त

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